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Montague Public Schools



Annual Report
1957

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ANNUAL REPORT

of the

SCHOOL COMMITTEE

of the

TOWN OF MONTAGUE

MASSACHUSETTS

For the Year Ending December 31, 1957

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School Committee

CHAIRMAN

Attorney John R. Dolan

CLERK

Mrs. Elizabeth Arial

COMMITTEE

Name	Residence	Term Expires
Mr. John R. Dolan,	Turners Falls	1958
Mrs. Elizabeth H. Arial,	Montague	1959
Mr. Bernard W. Boucher,	Turners Falls	1960
Mr. Earle A. MacIntyre,	Turners Falls	1959
Mr. Matthew F. Variest,	Turners Falls	1959
Mrs. John J. Mackin,	Millers Falls	1958
Mr. Russell Webster,	Turners Falls	1958
Mr. John F. Bassett,	Turners Falls	1960
Mr. Daniel L. Kelleher,	Turners Falls	1960

SUPERINTENDENT OF SCHOOLS

Arthur E. Burke

15 Crocker Avenue, Turners Falls, Mass., Telephone UN 3-4534

Office: Turners Falls High School, Telephone UN 3-4505

Secretary to Superintendent of Schools

Catherine M. Kelley, Telephone UN 3-4529

8 Chestnut St., Turners Falls, Mass.

Assistant Secretary

Mrs. Irja V. Haynes, Telephone UN 3-2842

Highland Circle, Turners Falls, Mass.

Office Hours

Daily 8:30 A.M. to 12:00

1:30 P.M. to 5:00 P.M.

Saturday 9:00 A.M. to 12:00

The Superintendent may be seen at his office by appointment

ROSTER OF PERSONNEL

Name	Position	Where Educated	Began Service
George F. Wrightson	Principal, Director of Guidance	Holy Cross, A.B., Univ. of Mass., M.S.*	1929
Charles H. Galvin	Science	Norwich University*	1931
Richard E. Putnam	Science, Physical Education	Springfield College*	1946
Edward Bourdeau	Mathematics, Asst. Coach	University of Mass., B.S. and M.S.*	1948
Donald R. Russell	Head Coach, Social Studies	Bates College*	1956
Christopher T. Garrahan	History, Guidance, Tennis Coach	Boston College, A.B., Fordham Univ., M.A.*	1950
Alice Teed	English, Dramatics, School Paper	Emerson, B.L.I., Univ. of N.H., M.A.*	1929
Helen McGillicuddy	Librarian, Library Science	Connecticut College for Women*	1932
William J. Connelly	English, Spanish	Amherst College*	1948
Mrs. Louisa A. Barclay	English	Radcliffe College*	1955
Frederick B. Oakes	English, Visual Ed., Guidance	Tufts College, A.B., Univ. of Mass., M.S.*	1943
Paul E. Caouette	Social Studies, English	St. Michael's College*	1956
Louise M. Clark	Latin	University of Vermont*	1933
Florence C. Porter	French	Middlebury College, B.A. and M.A.*	1934
Evelyn C. Lindsay	Mathematics, Guidance	Bates College, A.B., Columbia Univ., M.A.*	1928
Olive L. Little	Commercial, Guidance	Bay Path Institute*	1926
Elizabeth Withington	Commercial	Smith College, Northampton Comm. Col.*	1950
Margaret Crean	Commercial	University of Mass.*	1937
Alice H. Reum	Home Economics	Framingham Teachers College*	1937
Philip H. Shebell	Manual Training, Mech. Drawing	Fitchburg State Teachers College*	1956
Mrs. Jean N. Martin	Mathematics, Science	Platteville, Wisc. S.T.C.*	1956
Harold R. Fugere	Physical Education, Driver Education	Arnold College*	1956

GRAMMAR SCHOOL

Mrs. Rita Kersavage	Principal, Grade 7, English	North Adams Teachers College*	1939
Mrs. Ethel McLaughlin	Grades 7-8, Geography	North Adams Teachers College*	1919
Mrs. Sophia H. Libby	Grades 7-8, History	Worcester Teachers College*	1949
Blondena J. Argy	Grade 7, English Lit., Guidance	Fitchburg Teachers College*	1921
George F. Bush	Grades 7-8, Science, Health, Boys' Athletic Coach	Williams College, A.B., Univ. of Mass., M.S.	1952
Mrs. Helen K. Trembl	Grade 7, Arithmetic	New Rochelle College*	1948
Mrs. Phyllis C. Hardy	Grade 8, Arithmetic	Salem Teachers College	1957
Mrs. Irene Martineau	Grades 7-8, English, History	Smith College*	1955
Lucille Grogan	Grade 6	Fitchburg Teachers College*	1932
Mrs. Edith M. Keough	Grade 5	Westfield Teachers College*	1924
Mrs. Helen K. Tippet	Grade 5	Beaver College*	1956

NEW EIGHTH STREET SCHOOL

Margaret E. Shea	Principal, Grade 3	Fitchburg Teachers College*	1910
Catherine H. Leary	Grade 3	Westfield Teachers College*	1914
Amy Clark	Grade 4	Fitchburg Teachers College*	1950
Mrs. Elizabeth Lizotte	Grade 4	Fitchburg Teachers College*	1956

CENTRAL STREET SCHOOL

Mrs. Marjorie E. O'Connell	Principal, Grade 1	Framingham Teachers College*	1935
Rhea M. Shulda	Grade 1	Westfield State Teachers College B.S.	1957
Marjorie E. Studer	Grade 2	Lesley College*	1933
Mrs. Elizabeth Kabanec	Grade 2	Fitchburg Teachers College*	1944

SOUTH END SCHOOL

Mary A. Miner	Principal, Grade 5	Castleton Normal, Vt.*	1923
Jean T. Couture	Grade 6	Regis College A.B. Univ. of Mass. M.S.	1950
Mollie E. Stratton	Grade 1	Fitchburg Teachers College*	1942
Mrs. Dorothy A. Lombard	Special Class	North Adams Teachers College*	1955

MONTAGUE CITY SCHOOL

Lenita Clark	Principal, Grade 2	North Adams Teachers College*	1944
Mrs. Edith Cadran	Grade 1	Boston Teachers College*	1951
Mrs. Margaret Jangro	Grade 4	Fitchburg Teachers College*	1954
Mary F. Shanahan	Grade 3	Our Lady of the Elms College, A.B. Univ. of Mass. M.S.	1954

HIGHLAND SCHOOL — MILLERS FALLS

Beatrice Alber	Principal, Grade 4	North Adams Teachers College*	1928
Mrs. Katherine McLaughlin	Grade 1	North Adams Teachers College*	1951
Mrs. Kathryn Flagg	Grade 2	Worcester Teachers College*	1954
Paula Pilkington	Grade 3	North Adams Teachers College*	1956
Mrs. Adah Hogan	Grade 6	Port Byron Teacher Training School	1956
Agnes K. Griffin	Grade 5	Westfield Teachers College*	1925
Virginia E. Stoughton	Grade 6	Bates College*	1949

MONTAGUE CENTER SCHOOL

Harry D. Gafney	Principal, Grade 5	Notre Dame, B.S., A.I.C., M.A.*	1956
Marion Louise Gee	Grade 6	Keene Normal*	1943
Mrs. Cecelia Kocsis	Grade 4	Westfield Teachers College*	1952
Mrs. Flora Ferguson	Grade 3	University of Mass.*	1956
Mrs. Doris Jeffrey	Grade 2	Castleton, Vt. State Teachers College	1957
Mrs. Eilleen K. Shea	Grade 1	Framingham Teachers College*	1920
Mrs. Colette Powers	Grade 1	R. I. College, Ed.B, Columbia Univ., M.A.*	1951
Marian E. Cowan	Special	University of Maine*	1930

SUPERVISORS

Florence E. Argy	Vocal Music	Univ. of Rochester*	1931
Benjamin Weiner	Instrumental Music	Eastman School of Music	
Mrs. Helen C. Reidy	Physical Education	Julius Hartt Music Foundation, Boston Univ. B.S., Univ. of Mass., M.S. Sargent School of Phys. Ed.*	1946 1941

Mrs. Beda Langevin
Mery C. O'Brien

Lip Reading and Speech Correction
Art

Univ. of N. H., Clarke School for the Deaf
Mass. School of Art*

1946
1944

Euphrasia Purrington, R. N.

SCHOOL NURSE

New England Deaconness Hosp.,

Simmons College*

1945

SCHOOL PHYSICIANS

Dr. Kenneth W. B. Jacobus
Dr. Emid D. Elgosit
Dr. Warren D. Thomas

Turners Falls, Mass.
Millers Falls, Mass.
Montague, Mass.

CENSUS ENUMERATORS

Michael Conway
Mrs. Gerard Smith
Mrs. Gladys DeWolf

Precinct 1—Turners Falls
Precinct II—Millers Falls
Precinct III—Montague

ATTENDANCE OFFICER

James P. McHugh

Turners Falls, Mass.

SECRETARIES

Catherine M. Kelley
Mrs. Irja V. Haynes
Phyllis Nelson

Superintendent's Office
Superintendent's Office
High School Office

JANITORS

Louis Puhala
Alfred Courtemanche
Edward P. Shanahan
John Boulanger
Alexander Girard
Joseph Leveille
Laurence Marvel
Robert Ross

Turners Falls High School
Turners Falls High School
Grammar School
New 8th Street and Central Street Schools
Repair Man, Janitor of South End School
Montague City School
Highland School, Millers Falls
Montague Center School

*Plus Professional Improvement Courses

SCHOOL CALENDAR — 1958

HIGH SCHOOL

Open: January 6, 1958 — Close February 21, 1958	7 weeks
Winter Vacation — one week	
Open: March 3, 1958 — Close April 18, 1958	7 weeks
Spring Vacation — one week	
Open: April 28, 1958 — Close June 20, 1958	8 weeks
Summer Vacation	
Open: September 3, 1958 — Close December 19, 1958	16 weeks
Christmas Vacation	
	<hr/>
	38 weeks

ELEMENTARY SCHOOLS

Open: January 6, 1958 — Close February 21, 1958	7 weeks
Winter Vacation — one week	
Open: March 3, 1958 — Close April 18, 1958	7 weeks
Spring Vacation — one week	
Open: April 28, 1958 — Close June 13, 1958	7 weeks
Summer Vacation	
Open: September 3, 1958 — Close December 19, 1958	16 weeks
Christmas Vacation	
	<hr/>
	37 weeks

SCHOOL HOLIDAYS

Friday, April 4, 1958	Good Friday
Friday, May 30, 1958	Memorial Day
Monday, September 1, 1958	Labor Day
Tuesday, September 2, 1958	Organization Meeting of Teachers
Wednesday, September 10, 1958	Franklin County Fair
Friday, October 10, 1958	Franklin County Teachers Convention
Monday, October 13, 1958	Observance of Columbus Day
Tuesday, November 11, 1958	Veterans' Day
Thursday, November 27, 1958 and	
Friday, November 28, 1958	Thanksgiving Holidays
Friday, December 19, 1958	Christmas Holidays Begin

NO SCHOOL SIGNAL

It will be the policy of the School Department to sound the NO-SCHOOL SIGNAL only in cases of extreme weather conditions. Many pupils are transported to school and conditions in the several precincts may vary so that it may be difficult to reach a decision that is equally fair to all pupils.

Therefore, when it has been decided to keep schools open on stormy days, parents are urged to exercise their personal judgment as to the wisdom of sending their children to school.

The NO-SCHOOL SIGNAL will be two blasts of the fire alarm signal repeated once (2-2). This signal will also be sounded from the siren on top of the Turners Falls High School:

At 7:15 A.M. indicates NO-SCHOOL for Turners Falls High School.

At 7:45 A.M. indicates NO-MORNING SESSION in elementary schools.

At 12:30 P.M. indicates NO-AFTERNOON SESSION in the Kindergarten and elementary schools.

The NO-SCHOOL announcement will be made from Radio Station WHAI.

At MILLERS FALLS the signal will be two blasts from the fire alarm signal repeated once (2-2).

At MONTAGUE CENTER the pupils will have to depend chiefly on the radio announcement from Station WHAI and information from the drivers of the school busses who will use all means possible to circulate information. If possible, it will be the policy to sound the fire alarm at Montague Center.

Report of the Chairman of the School Committee

To the Citizens of Montague:

We have the honor to present herewith the report of the Montague School Committee for the year 1957. The report of the Superintendent and his colleagues which immediately follow these pages, amply covers school enrollments, facilities, costs and departmental activities. Our report will mention the highlights of School Committee action during 1957.

Your School Committee has attempted, as in the past, to carry out faithfully its duties of policy-making, administrative supervision, evaluations of our educational system and efficient operation of our schools. We have realized our moral and ethical responsibility to discharge our functions impartially and in the interest of the greatest good to the greatest number at all times.

We have also been aware of the great economic responsibility because the cost of maintaining and operating our schools represents a large percentage of municipal operation and know that there is a direct relationship between good schools and business prosperity, and the amount of money available for school expenditures.

The Montague School Committee organized on March 6, 1957 with Attorney John Dolan as Chairman and Mrs. Elizabeth Arial, Clerk. Special assignments were as follows:

PERSONNEL

Mrs. Annah Mackin, Chairman

Matthew F. Variest

Bernard W. Boucher

MAINTENANCE AND REPAIRS

Russell G. Webster, Chairman

Daniel L. Kelleher

John F. Bassett

Bernard W. Boucher

Earle A. MacIntyre

TRANSPORTATION

Russell G. Webster, Chairman

Mrs. Annah Mackin

Mrs. Elizabeth H. Arial

Daniel L. Kelleher

ATHLETICS

Earle A. MacIntyre, Chairman

John F. Bassett

Bernard W. Boucher

APPROVAL OF EXPENDITURES

Bernard W. Boucher, Chairman
John R. Dolan
Matthew F. Variest

Daniel L. Kelleher
Russell G. Webster
John F. Bassett

BUDGET

Matthew F. Variest, Chairman
Bernard W. Boucher

John F. Bassett
Elizabeth H. Arial

Russell G. Webster

EVALUATION

Mrs. Annah Mackin, Chairman

Matthew F. Variest

During the past year, there were 25 meetings as follows: 11 regular meetings, 1 special meeting, and 13 sub-committee meetings.

During the meetings we were faced with the usual number of problems dealing with school policy. In addition to these, we had the usual budgetary consideration, with the necessity of continuing the expenditure of a large portion of local appropriations in order to maintain our schools in accordance with our tradition, and in the continuation of our maintenance and repairs program in order that our schools might at all times be kept in fairly good condition. We also had to face the increased enrollment in our schools and emergency steps had to be taken in order to house all of our children. Kindergarten classes were eliminated for the purpose of making room available for other regular classes. These measures involved additional transportation and extra expenditures.

Among our economic problems we were faced with the request to adjust salaries to a more realistic level and the need to increase the allocation of our budget for supplies, textbooks and other instructional costs which, of course, have increased in proportion with the increased costs for labor.

Many hours were devoted to the discussion of such responsibilities as:

1. Maintenance and repairs.
2. Salary schedule revisions and adjustments.
3. Appraisal of our Guidance program.
4. Need of an administrative assistant.
5. Revision of method of reporting pupil progress.
6. Re-organization and re-assignment of classes to make best use of our present facilities.
7. Problems of noon supervision.
8. Lunch room problems.
9. Recognition of non-degree teachers in terms of experience.
10. Transportation contracts.

11. Custodial services.
12. Athletic and sports insurance.
13. Adult education classes.
14. Training and qualifications of teachers.
15. Adjustment of salary differentials of coaching staff.

One of our directed activities has been the study of the role of our Superintendent of Schools. Few people realize the number of responsibilities assigned to his office. During our study of the need for an assistant to the Superintendent, we took a new sharp look at the labors of his office in the belief that in so doing we may be bound to strengthen the combined jobs which include everything from house-keeping to the intellectual development of our children. On his tact and judgment depends the smooth operation of our educational system, which in turn is held to be vital to our way of life. Salaries, textbooks, sick leave, discipline, record keeping, repairs, purchase of equipment, preparation of specifications, meetings, curriculum, employment of teachers, supervision of instruction, all wrapped up in one bundle of responsibility, is probably entitled to some relief.

Thus we have given time to a study which will give some assistance to that office and which eventually will improve the supervision of instruction in the elementary grades. We are recognizing the increasing complexity of educational administration and its ties with the community life and are attempting to clarify the executive role and provide additional staff aid.

ADDITIONAL FACILITIES

In the 1956 report we referred to the outstanding need of additional classroom facilities and are happy to include in this report that the New Elementary School is under construction at Keith Street, Turners Falls, and that the building will be ready for occupancy in September, 1958. During the past several years we have been faced with the problem of providing classroom space for an increasing elementary enrollment and we may now advise that one of our pertinent educational problems is in the process of solution at least temporarily.

1958 BUDGET

The growing need for school funds in the midst of efforts to stem public spending generates pressure on School Committees. Despite high vocal resistance at times from some sources, our citizens have been considerate and generous in their approval for our requests for funds. The operation of the New Elementary School for four months of 1958 and the effect of the revised salary schedule for the same period, plus the addition of six more teachers to our staff, will be contributing factors to a new high in School Department budgets.

Your School Committee has voted to request the following appropriation for the fiscal year 1958:

General Expenses	\$ 15,995.00
Expenses of Instruction	355,771.00
Expenses of Operation	63,075.00
Maintenance	13,231.00
Capital Outlay	2,745.00
Auxiliary Agencies	41,300.00
	<hr/>
	\$492,117.00

RECAPITULATION

Salaries and Personal Services	\$385,626.00
Expenses	106,491.00
	<hr/>
	\$492,117.00

This amount may be increased previous to town meeting date because of the recommendation of heating consultants who have advised the replacement of defective valves and traps in the High School heating system. An estimate of this cost is unavailable at present but we shall be prepared to submit a figure as soon as we can determine the extent of the replacements and the labor involved. Many of these appliances are the original installations and it is to be expected that it is time for replacement. This item would be rather expensive but at the same time will be a necessity and should increase the efficiency of our heating system by an economic measure, reducing the costs of fuel and water.

FINANCIAL STATEMENT — 1957

APPROPRIATIONS

RECEIPTS — REIMBURSEMENTS — BALANCES —

From the Commonwealth of Massachusetts:

State Aid, Chapter 70, General School Fund	\$42,660.44
Transportation	14,765.25
Tuition — Transportation of State Wards	869.33
Tuition of Pupils in Vocational Schools	1,429.85
Transportation of Pupils to Vocational Schools	418.35
Evening Practical Arts Courses—Maintenance	1,194.17
Special Class Education	5,464.94
	<hr/>

TOTAL from Commonwealth of Massachusetts	\$66,802.33
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From Federal Sources:

George-Barden Fund	500.00	500.00
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From Other Sources:

Practical Arts Registration Fees	159.00	
Tuition from Gill	11,245.64	
Tuition from Erving	6,765.36	
Tuition from Orange	387.98	
Tuition from Colrain	138.56	
Tuition from Wendell	142.94	
Tuition of other Non-Residents	668.76	
Tuition of Non-Residents in Practical Arts	216.00	
Rentals	142.50	
Miscellaneous Receipts	35.78	
		<hr/>
TOTAL from Other Sources		19,902.52

Unexpended Balances of 1957 Appropriations:

School Salaries	\$959.21	
School Expenses	40.63	
		<hr/>
	999.84	
Article 30 — Vocational Schools	1283.43	
Article 31 — Special Education	734.72	
		<hr/>
Total Unexpended Balances from Appropriations		3,017.99
		<hr/>
TOTAL CREDITS		\$90,222.84

APPROPRIATIONS: 1957

Salaries	\$340,791.00	
Expense	66,681.87	
Fuel	18,367.67	
Light and Power	6,192.38	
Repairs	12,515.28	
Capital Outlay	3,231.00	
		<hr/>
	\$447,779.20	
Article 30 — Vocational Schools	5,000.00	
Article 31 — Special Education	2,000.00	
		<hr/>
TOTAL SCHOOL APPROPRIATIONS	454,779.20	
TOTAL CREDITS	90,222.84	
		<hr/>
NET COST OF SUPPORT OF SCHOOLS	\$364,556.36	

Report of the Chairman of the School Committee

No public position, at least of a local nature, is more important than that of a School Board member because what the citizens of the next generation will be the schools of today will largely determine and what schools are, School Committees determine.

Committee members are community servants and because of the importance of the position and the decisions which they have to make, they should be among the most competent and highly respected residents of any community. School Committees have under their direction not only the most important local public business but also the largest and most complex public business. More money is spent on our schools, more people are employed in them and more people are affected by them than is true of any other public enterprise.

I know that the members of the Montague School Committee feel obligated to acquaint themselves with conditions in our schools which will help them measure up to their responsibilities. There is no complete formula for good School Committee membership that does not include at least some of the following ingredients:

1. Sufficient time to spend on School Board business.
2. Good sound judgment.
3. Willingness to cooperate with other Board members and school officials.
4. Good knowledge of the local school system.
5. Honesty and other characteristics of a good citizen, and above all, a deep interest in child welfare and education.

The staff of our schools has devoted its energies and efforts in accordance with the directives of school officials and have tried to maintain the traditional standards of the Montague Public Schools.

Before concluding this report, we wish to make special mention of one resignation and give written evidence of our appreciation of the valuable years of experience that Miss Anna R. Daley gave to the Town of Montague from September, 1911 to June, 1957. With her retirement go our best wishes for her happiness and leisure.

To my fellow members of the School Committee for the time devoted to Committee meetings and other deliberations I wish to extend my personal thanks. I also wish to recognize the devotion of the principals and teachers in our schools in the dedication of their work to

our children, to our janitors for their efforts in order to maintain clean and comfortable surroundings. All of the above has been done for the best interests of Montague education. We would like to refer you to the annual report of the Superintendent of Schools and those of his colleagues for a detailed report of the progress of our schools for 1957.

Respectfully submitted,

JOHN R. DOLAN, Chairman
 MRS. ELIZABETH H. ARIAL
 BERNARD W. BOUCHER
 EARLE A. MacINTYRE
 MATTHEW F. VARIEST
 MRS. JOHN J. MACKIN
 RUSSELL WEBSTER
 JOHN F. BASSETT
 DANIEL L. KELLEHER

Report of the Superintendent of Schools

TO THE SCHOOL COMMITTEE OF MONTAGUE

Ladies and Gentlemen:

I submit herewith my twenty-first annual report as Superintendent of Schools in the Town of Montague. This is the sixtieth in the series of Annual Reports of the Montague Public Schools.

PREFACE

Christmas vacation is the time when I get considerable accomplished on my clerical duties and an opportunity to review the work of the year that is drawing to a close. Through the office door come no sounds of passing pupils, no teachers or members of the staff who are seeking answers to their problems. They are away from here and are forgetting school for the vacation period.

Only the whirl of the janitor's scrubbing machine and the rhythmic sound of the typewriters of the office secretaries assure me that the mechanics of our schools are still in operation.

And as we glance at the clock and back at our desk that is littered with materials which we think we are going to use in our report to the public, we are reminded of the fact that each year we have thought that our reports have been too long and too pedagogical for the intended reader of our reports, namely, the local taxpayers, and so we promise to present in a more abbreviated form our observations of the year 1957.

ENROLLMENT

School opened in September, 1957, with an enrollment of 1639 pupils in grades 1 to 12, inclusive. This was an increase of 50 over the previous year in these grades. Kindergarten classes were eliminated in order to make available space for our regular grades, with the provision to resume this type of instruction in September, 1958, when the completion of the New Elementary School will afford facilities for our total elementary enrollments.

At the end of the month, there were 464 High School students and 1185 Elementary pupils, with the following distribution as of October 1, 1957:

MONTAGUE PUBLIC SCHOOLS

ENROLLMENT — OCTOBER 1, 1957

(After Re-organization)

A.E.B.

Grade	High School	Grammar	Montague Center	Highland	South End	New 8th Street	Montague City	Central St.	TOTAL
P.G.	3								3
12	97								97
11	121								121
10	122								122
9	121								121
9		103							103
7		123							123
				H23					
6		30	29	S.28)51	32				142
		K.35							
5		T.25)60	20	28	28				136
4			25	31		72	26		154
3			26	27		62	28		143
2			37	26			30	65	158
			S.20)						
1			P.21)41	29	27		33	67	197
Spec.			14		15				29
TOTALS	464	316	192	192	102	134	117	132	1649

RECAPITULATION:

	1956	1957
High School	490	464—decreased 26
Elementary	1099	1185—increased 86
Total	1589	1649

No Kindergarten

ENROLLMENTS BY BUILDINGS

The enrollments in the Montague Public Schools in October, 1957 was 1649 as compared with 1705 on October 1, 1956. The following table shows the comparative enrollments of buildings.

ENROLLMENTS BY BUILDINGS

(without Kindergartens)

Year	High School	Grammar School	New 8th St.	Old 8th St.	Central St.	South End	Montague City	Millers Falls	Montague	Chestnut Hill	Kindergarten	TOTAL
1926	304	248	134	134	138	117	99	248	222	9		1653
1927	326	238	114	144	153	112	104	244	219	11		1665
1928	369	245	125	158	148	107	104	241	209	11		1717
1929	426	245	132	166	150	95	104	213	209	10		1750
1930	419	239	*149	167	*155	*126	114	199	235	9		1812
1931	440	249	139	154	143	109	115	189	227	*12		1777
1932	501	256	135	161	140	104	108	175	238		*1819	
1933	500	253	133	150	136	111	108	158	*240			1788
1934	550	229	139	135	131	108	*117	162	230			1801
1935	553	226	125	143	113	90	107	153	221			1731
1936	540	225	117	142	123	77	97	142	206			1669
1937	545	229	123	129	107	69	98	130	183			1613
1938	*593	191	134	114	94	83	93	124	180			1606
1939	569	175	120	105	106	72	86	109	175			1517
1940	568	172	110	92	105	76	96	111	176			1506
1941	524	261	93		94	76	94	98	187			1427
1942	509	231	85		86	77	88	97	192			1365
1943	459	246	84		86	71	71	104	171			1292
1944	473	252	73		91	70	68	105	156			1288
1945	445	249	69		103	50	70	110	158			1254
1946	460	240	82		97	47	77	286/			31	1320
1947	422	231	83		95	48	68	322/			36	1305
1948	421	215	92		100	42	79	*329/			41	1319
1949	430	232	86		95	44	67	131	227		44	1356
1950	407	255	95		104	43	69	134	229		36	1372
1951	393	327	88		105	34	75	115	183		90	1410
1952	397	310	101		124	39	72	113	194		87	1437
1953	408	*316	121		140	52	68	115	190		*94	1504
1954	422	320	139		141	79	74	142	163		91	1571
1955	465	303	143		103	100	104	154	172		110	1654
1956	490	298	138		133	151	115	172	208		116	1705

*Indicates maximum enrollment

1957 464 316 134 132 102 117 192 192 0 1649*

*Without Kdg.

COMPARATIVE ENROLLMENT BY GRADES 1926—1957

Year	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Freshmen	Sophomores	Juniors	Seniors	Special	Post-Graduates	TOTAL
October 1926										24	123	60	52	69	16		1653
1927	*198	165	182	183	171	134	170	161	127		138	93	50	45	28		1665
1928	189	*182	182	175	169	162	122	155	*157		133	144	48	44	45		1717
1929	158	157	*194	192	175	162	157	123	154		147	111	95	73	36		1750
1930	169	161	172	*189	172	164	157	161	*157		117	125	90	87	35		1812
1931	192	178	153	173	*181	159	172	156	159		148	92	110	91	32		1777
1932	152	158	179	144	164	*173	157	155	152		147	131	88	113	36	*22	*1818
1933	154	152	151	161	162	153	148	*169	148		148	130	124	83	*38		15 1789
1934	141	158	139	144	158	165	160	160	150		159	142	118	117	36		14 1801
1935	124	128	149	140	141	153	158	158	150		166	142	124	111	35		10 1731
1936	140	117	136	135	130	146	150	144	144		156	145	130	97	31		12 1669
1937	111	128	117	130	134	129	138	148		*170	170	136	126	105	33		8 1613
1938	122	97	125	104	128	140	121	145	145		167	*162	128	118	31		18 1606
1939	109	110	96	127	98	129	129	132	117		170	147	*139	110	30		3 1517
1940	125	112	106	88	129	94	125	129	129		157	155	128	*120	30		8 1506
1941	116	107	102	108	104	119	118	97	118		162	134	123	105	32		0 1427
1942	109	106	105	102	110	91	113	93	93		146	144	109	108	27		2 1365
1943	107	98	91	95	105	107	107	90	108		128	125	124	85	28		1 1292
1944	129	97	86	86	101	100	100	103	88		142	112	108	111	25		0 1288
1945	102	120	91	80	90	106	101	101	100		117	125	99	100	21		2 1254

1946	31	129	96	121	87	76	92	105	98	126	107	120	97	25	10	1320
1947	36	139	119	102	108	90	78	92	98	118	107	95	99	21	3	1305
1948	41	128	139	108	106	107	94	77	84	118	108	104	89	14	2	1319
1949	44	121	132	130	100	108	104	98	69	111	114	106	97	20	2	1356
1950	36	136	119	117	128	100	109	105	90	99	110	101	96	25	1	1372
1951	90	119	127	116	109	121	104	103	108	107	92	100	95	19	0	1410
1952	87	161	116	122	111	114	120	100	90	125	98	85	87	19	2	1437
1953	*94	156	153	109	120	108	113	122	97	114	115	94	85	24		1504
1954	91	157	149	151	111	118	110	123	116	116	114	110	82	23		1571
1955	110	145	149	150	150	113	123	103	119	143	115	106	101	27		1654
1956	116	170	141	146	147	139	114	116	103	149	137	108	96	23		1705
1957	0	197	158	143	154	136	142	123	102	121	122	121	97	29	3	1649

*Indicates maximum enrollment

COMMENTS ON VITAL STATISTICS

The preceding tabulations provide information that assists us in commenting as follows:

1. The total enrollment (without Kindergarten) is now approximately the same as it was twenty years ago.
2. The High School enrollment has decreased due to the loss of some of our tuition pupils from the Town of Erving who are now attending the Mahar Regional School in Orange
3. Grade 1 is the largest in the last thirty years.
4. Grade 2 is the largest in the last twenty-five years.
5. Grade 6 is the largest in the past twenty years and this means that in 1958 we will have an additional Seventh Grade at the Grammar School.
6. Some of the primary classes are too large and teaching conditions should be better next year when we will have access to our new school facilities and have a more equitable distribution of class loads
7. 156 pupils are enrolled in St. Anne's School. These are not included in our public school statistics but it prompts us to remark that if these pupils were attending our public schools we would probably have to provide five or six more teachers and additional supplies, materials and classrooms in order to accommodate them.
8. There are 42 classes of instruction in our elementary schools and the average teaching load is about 29 pupils per teacher.

ORGANIZATIONAL CHANGES

During the past year the following changes were made in order to adjust our needs to existing facilities.

1. Kindergarten instruction was eliminated in all precincts. This relieved two Kindergarten instructors for other classroom assignments and also afforded the much-needed classroom space.
2. An additional Grade 1 was organized in Turners Falls and assigned to the South End School, thereby affording four First Grades instead of three, which offered better learning and teaching conditions.
3. An additional Grade 6 was organized and assigned to the room previously occupied by the Kindergarten class at the Highland School, Millers Falls. Generally speaking, these pupils reside along Route 2A or the streets which branch from this highway, and are being transported from the corner of Third and L Street to the Highland School.
4. The other arrangements remain practically the same as during the 1956-57 school year. Some transfers were necessary in an at-

tempt to equalize the size of class groups with the minimum of inconvenience to the total organization.

5. In order to include another Grade 5 at the Grammar School, the Turners Falls Special Class was moved from the Grammar School to the Kindergarten room at the South End School.

CHANGES IN PERSONNEL

<i>Teacher</i>	<i>Position and Reason</i>
Miss Anna R. Daley	Geography - Grades 7 & 8 Retirement.
Mrs. Ruth Carruthers	Mathematics - Grade 8 To accept another position
Miss Mary E. Schwarz	Grade 3 - Highland School To accept another position
Mrs. Dorothy Whitaker	Grade 2 - Montague Center Change of residence

APPOINTMENTS

<i>Teacher</i>	<i>Position</i>
Mrs. Phyllis Hardy	Grade 8 - Mathematics
Miss Rhea Shulda	Grade 1 - Central Street
Mrs. Doris Jeffrey	Grade 2 - Montague Center
Mrs. Adah Hogan	Substitute - Grade 6, Highland
Mrs. Eileen Shea	Substitute - Grade 1, Montague

TRANSFERS

Miss Paula Pilkington	From Kindergarten to Grade 3, Highland School
Miss Mollie Stratton	From Kindergarten to Grade 1, South End
Mrs. Ethel McLaughlin	From Grade 1 Central Street to Grads 7 and 8, Grammar School
Mrs. Katherine McLaughlin	From Grade 1, Montague City to Grade 1, Highland School
Mrs. Edith Cadran	From Grade 1, Highland, to Grade 1 Montague City

OUR TEACHERS

We now have 68 full-time teachers, including principals, supervisors and teachers of special subjects. Despite the handicaps of teacher shortage, we have been fortunate in our efforts to provide competent teachers for our schools. The salary schedule recently adopted, to be effective as of September, 1958, should help us to secure teachers as needed, but we are not unmindful of the fact that the teacher market is a highly competitive one today, that living costs

are high, that business and the professions, in addition to other school systems, make bids for some of our best candidates. We are also reminded that our salary schedules seem to be in need of constant scrutiny and revision, and that we no sooner set a new salary rate when we have to again think of its adequacy and need for possible re-adjustment.

MONTAGUE PUBLIC SCHOOLS
TEACHERS' SALARY SCHEDULE IN EFFECT FOR
SEPTEMBER, 1958

Year	No Degree	Bachelor's Degree	Master's Degree
1	\$ 3300	\$ 3500	\$ 3800
2	3400	3600	3900
3	3500	3700	4000
4 Sem. Hrs. Credit Required to Advance			
4	3650	3850	4150
5	3750	3950	4250
6	3850	4050	4350
8 Sem. Hrs. Credit Required to Advance			
7	4000	4200	4500
8	4100	4300	4600
9	4200	4400	4700
12 Sem. Hrs. Credit Required to Advance			
10	4350	4550	4850
11	4450	4650	4950
12	4550	4750	5050
16 Sem. Hrs. Credit Required to Advance			
13	4700	4900	5200
14	4800	5000	5300
20 years' teaching experience	5000	....	....
25 years' teaching in Montague	5100	5100	5400

Although we may be inclined to have the opinion that the Montague schools are staffed with a majority of older and experienced teachers, a survey of this factor reveals that about one-half of our teachers have less than 10 years of teaching experience in our schools. The aggregate years of teaching experience totals 941 years of service, or an average of about 14 years of teaching experience per teacher.

When legislation was enacted relative to standards of certifica-

tion of teachers in the Massachusetts Public Schools, the reaction was that such legislation would further increase the teacher shortage. However, the Bureau of Certification has been cooperative and there has been no vigorous enforcement of professional standards to curtail the employment of good teacher candidates. On the other hand, there has been a willingness to recognize such opportunities as in-service programs, Extension courses and a well-balanced emphasis on general education courses and teaching experiences in the place of specific areas of educational requirements.

The high standards approach to the teaching profession is certainly a contribution in the matter of providing qualified teachers for our pupils and it is true that the effort is justified, inasmuch as eventually we may have teaching on a high vocational or professional plane. The typical elementary teacher today has at least one full year of preparation more than her counterpart of twenty years ago. However, we have no evidence to prove that this upgrading movement has improved the quality of service to American society. What we must recognize, of course, is that college attendance does not necessarily make a good teacher, but we must contend vigorously that lack of a formal background may be a handicap. It isn't easy to measure the many elements that go to make up a good teacher. Some important factors such as character, personality, confidence, poise and patience, defy attempts at measurement. One qualification does stand out, however, and that is the sum of the teacher's efforts and the natural ability she possesses to impart her knowledge and skill to the minds of our youth in a manner which commands the respect of her pupils.

TEACHER SUPPLY AND DEMAND

The story told by the birth statistics is interesting. If we should study the chart of vital statistics during the years 1933, 1934, 1935 and 1936, we would find that the number of live births at that time hit a modern low point. The significance of that may be overlooked but it means that approximately 20 or 25 years later there is bound to be a decrease in the number of young people who are available for positions of leadership. Consequently, during the late 1950's and in the early 1960's there will be a scarcity of well-trained people and the reserve from which to draw our professional people will be low. All phases of our occupational life will be affected by this scarcity of leadership and of course the schools will receive a double blow on account of the fact that the supply of teachers will be diminished and at the same time, the number of children to be taught will be greatly increased.

In applying the broad definition for demand of teachers, I would state that there are five specific needs, as follows:

1. To replace those who leave teaching.
2. To service the needs of increased enrollments.
3. To relieve over-crowded classrooms and reduce class sizes.
4. To add educational services that are considered essential for an effective program.
5. To replace those who are unqualified and who are not doing a good job.

SCIENCE RELATED MANPOWER SHORTAGE

We are told that in the United States today we need more scientists and it has also been said that our present deficiencies in the field of science have been caused by some of the following:

1. Declining registrations in the Science courses in the American High Schools.
2. Downward trend in the quality of teaching in our High School Sciences.
3. Lack of Science courses and deficiency in equipment and Science content.
4. The indifference of our youth toward Science and other quantitative studies.

We will admit that there is a great demand for persons who are technically trained and that it far exceeds the supply, but although the causes of the shortages have been identified easily by various writers and speakers, we do not believe that there is any single cause for the present situation. Neither do we believe that caustic criticism of High School Science teachers, the condemnation of our schools, or the labelling of our youth as mentally lazy and indifferent, are constructive criticisms on the so-called target.

It is true that the supply of qualified Science teachers has diminished drastically. For one reason, only about one-half of newly certified teachers go into teaching profession. Others go into industry, military service, and some go into graduate study and research work. Thus one impediment to progress is that there are too few qualified Science teachers. I believe that our youth has a definite interest in Science.

There are no easy answers to the problem, but interest might be stimulated by such things as:

1. More and better teaching of Science in the elementary grades and Junior High School.
2. The revision or strengthening of High School Science programs so that they will attract and hold more pupils in scientific study.
3. Improvement and modernization of Science laboratories and Science libraries.

4. Better guidance and counselling services for those interested in Science programs.
5. More intensive efforts to increase the number of High School students who might go into teaching of scientific subjects.
6. The encouragement or enhancement of good Science teachers. Maybe a good teacher is as deserving of a differential as a good athletic coach, as each seem to be needed to develop the fitness of our country either physically or mentally.
7. A good evaluation or survey of our Science Department with the hope of developing a more effective curriculum and more effective methods of teaching Science.

America has the resources, natural and human. We have exceptional youth, good Science instructors, and good schools and colleges, and if we really set our mind to the task, we can build up the supply of scientists, and in doing so we may find the answers to such problems as:

1. Why do many youngsters who seem to be fascinated by Science in the elementary grades avoid or drop it when they are in Senior High School?
2. Why do so many fail to study the major Sciences in our Senior High School?
3. Why do many students who start the study of a Science or engineering program in the colleges and universities, eventually transfer to other fields of study?
4. Why do Science majors in our institutions of high learning fail to become teachers of Science?
5. Why do the good Science teachers leave teaching for other fields of improvement?
6. What factors make some Science teachers more effective than others?

ATTENDANCE

A total of 273 pupils had perfect attendance records for the school year September 1956 through June 1957. The distribution of perfect attendance awards according to the schools was as follows:

<i>School</i>	<i>Enrollment</i>	<i>Awards</i>
Turners Falls High School	490	113
Grammar School	298	63
New 8th Street School	138	23
Central Street School	133	9
South End School	85	14

Montague City School	115	14
Highland School, Millers Falls	152	14
Montague Center School	178	26
	<hr/>	<hr/>
Totals	1589	276

RECAPITULATION:

High School—23% perfect attendance

Elementary—15% perfect attendance

Kindergarten enrollment was not included in the above. 17.4% of our pupils had perfect attendance during the year as compared with 10.3% the previous year. During that period, the elementary schools were in session an average of 176 days and the High School had 183 sessions. The total number of pupils enrolled were 1721. The average daily attendance was 1623 and the average membership was 1671.

The report of Mr. James McHugh, school attendance officer, is as follows:

Pupils absent with parent's consent	14
Pupils absent because of illness	29
Pupils absent having reasonable excuses	24
Cases of truancy	15
	<hr/>
Total number of cases investigated	82

A comparison of the non-attendance investigation shows that there were about twice as many cases of absences investigated in 1956 as during the previous year. The actual cases of truancy increased from 2 during 1956 to 15 during 1957. We realize that there are many factors that are the cause of poor attendance. However, we still will depend upon the cooperation of parents to see that their children attend school. The administrative approach to this problem has been the adoption of a policy which may be lenient at first because we solicit the cooperation of the school nurse, teachers, and principals in the actual administration of attendance requirements and when we do not get results from these sources we refer the cases to the school attendance officer. We have always found that the majority of the parents have been very willing to assist us in our efforts.

NON-RESIDENT PUPILS

Tuition pupils enrolled in the Turners Falls High School on Oct-

ober 1, 1957 were legal residents of the following municipalities:

Erving	10
Greenfield	3
Gill	40
Colrain	1
Division of Child Guardianship	1

On October 1, 1956 the following tuition pupils were enrolled in the Turners Falls High School:

Erving	41
Greenfield	2
Gill	40
Colrain	—
Division of Child Guardianship	1

We might add here that the entrance of the Town of Erving into the Regional District School meant that the three lower classes in High School were assigned to the Mahar Regional School at Orange, leaving only the present Seniors as tuition people at the Turners Falls High School. Upon the graduation of the present Seniors from Orange, we expect that there will be no tuition pupils from the Town of Erving.

There were seven tuition pupils in our elementary schools:

Erving	1
Orange	3
Wendell	3
Division of Child Guardianship	1

The tuition rates established by the School Committee for the school year 1957-1958 were:

High School	\$ 329 per year
Elementary	\$ 209 per year

Income from the tuition of the above pupils will amount to \$18,-691 and is one of the substantial contributions to the Excess and Deficiency Fund. There will be a decrease in this amount due to the loss of our tuition pupils as stated above.

VOCATIONAL SCHOOLS

Under Chapter 74 of the General Laws relating to education, Montague provides tuition and transportation to pupils attending day vocational schools in accordance with the following:

DAY VOCATIONAL SCHOOLS

7 pupils at Greenfield Vocational School at \$6.84 per week.

APPRENTICESHIP COURSES AT GREENFIELD EVENING SCHOOLS

- 2 pupils in Plumbing at 20c per hour.
1 pupil in Carpentry at 20c per hour.
5 pupils in Electrical instruction at 20c per hour.

EVENING AMERICANIZATION CLASSES

5 pupils at Greenfield at 50c per session.

EVENING PRACTICAL ARTS CLASSES

The organization of the State-aided courses in Evening Practical Arts has been popular as is evident by the following enrollments:

<i>Subjects</i>	<i>Number of Pupils</i>	<i>Instructor</i>
2 classes in Upholstery	30	Mrs. Rene Bellenoit
1 class in Rug Hooking	16	Mrs. Geraldine Zanieski
1 class in Rug Braiding	19	Mrs. Jennie Mount
2 classes in Cake Decorating	42	Mrs. Renee Parody
2 classes in Sewing	43	Mrs. Ruby Shirtcliff

Non-resident members of the Evening Vocational School:

Greenfield	12
Northfield	2
North Leverett	1
Gill	2
Erving	12
	<hr/>
	29

GEORGE-BARDEN FUND

During 1957 the Department of Education authorized an allotment of \$500 to the Montague Evening Practical Arts classes for the purpose of helping to pay the salaries of the instructors. The original grant in 1955 was \$800 and in 1956 we received an allotment of \$600. This allocation will be decreased each year since the purpose of the fund is to render financial aid to those municipalities that are instituting the program for the first time and, therefore, may be having difficulty in meeting this salary item.

SCHOOL CENSUS

The school census of children residing in the Town of Montague on October 1, 1957 who were between the ages of 5-16 years, was as follows:

	Boys	Girls	Total
Ages — 5 years. to 6 years. 11 mo.			
Precinct 1	92	98	190
II	20	23	43
III	37	34	71
Totals	<hr/> 149	<hr/> 155	<hr/> 304
Ages — 7 yrs. to 15 yrs. 11 mo.			
Precinct I	416	397	813
II	107	111	218
III	120	123	243
Totals	<hr/> 643	<hr/> 631	<hr/> 1274

TRANSPORTATION

The School Committee was providing transportation to 741 pupils as of September 30, 1957, as follows:

	No. Transported	School Enrollment	% Trans.
To Turners Falls High School	224	464	48%
To Grammar School	134	316	43%
To Central Street School	43	130	33%
New 8th Street School	13	134	10%
South End School	36	102	35%
Montague City School	70	117	60%
Highland School	92	189	49%
Montague Center School	129	194	66%
To St. Anne's School	53	156	33%
Totals	<hr/> 794	<hr/> 1802	<hr/> 44%

During 1957 the School Committee spent \$24,973.70, including special trips and band rehearsals and athletic teams. Montague was reimbursed in the amount of \$14,765.25 on account of expenses incurred in the transportation of pupils daily to and from the schools within the town of Montague.

SCHOOL THRIFT PROGRAM

The following is a report for the School Savings Program for the month of November, 1957, as submitted by the Crocker Institution for Savings:

Balance as of October 31, 1957	\$63,816.27
Deposits for November	2,503.83
	<hr/>
	\$66,320.10
Withdrawals	\$ 965.41
	<hr/>
Total as of November 30, 1957	\$65,354.69
Total number of accounts involved—1445	

MAINTENANCE AND REPAIRS

The prime function of maintenance is to keep buildings, equipment and school playgrounds efficient through repairs and replacements. The title suggests fixing and rules out construction. However, there are fringe areas in which it is difficult to determine where maintenance begins and operation starts. When a janitor is sweeping a floor he is operating, but if he takes a screw driver and tightens a doorknob, then he is doing maintenance work. Similarly, when a heating contractor is adjusting boiler controls he is maintaining, but if he shows the janitor the purpose or function of certain mechanisms, he is operation.

Maintenance may be divided into three types:

- A. Long range maintenance.
- B. Annual maintenance.
- C. Emergency or unforeseen maintenance.

This latter phase needs no definition. It is exactly what the words imply and is wholly unpredictable. Emergencies of this nature are usually classified as structural or mechanical, including electrical difficulties. We have recognized that there are advantages in having a maintenance man on the staff. From an economic standpoint, it should be cheaper because usually the hourly rates of a full time staff member are lower than the prevailing wages paid by a contractor. Secondly, it should be possible to dispatch a school repairman immediately to trouble spots and thereby eliminate the disadvantage of failure to get service when required. It also obviates the necessity of making repeated calls to correct the same difficulty.

We cannot have all our maintenance work done by our staff. There are many services that may be provided better by contractors and there are some that are more satisfactorily done by a member of the staff who possesses the combination of skills or trades which fulfills our needs. From a business angle, our Maintenance Department should be a very important phase of our administration. A person in charge should be efficient and have a familiarity with our school buildings and conditions which should enable him to proceed with recommendations without waiting to be reminded of the needs and he should also take a pride in the smooth operation and general conditions of our plants.

Our Maintenance Department is supplied with tools and equipment that are necessary to restore ordinary difficulties and defects to operation.

Some of the major items completed in 1957 were:

Redecorating the High School Auditorium.

Repairs to roofs at Central Street School, Grammar School and Montague City School.

Replacement of hot water tank, High School boiler room.

Replacement of four pairs of doors in rear of High School Gymnasium.

Replacement of window drapes, High School Auditorium.

Replacement of stage curtains and drapes, High School Auditorium.

Replacement of desk tops, High School building.

Replacement of Auditorium screen in High School Auditorium.

Replacement of window drapes in the Auditorium and Teachers' Room, Highland School.

Purchase of one Power Mower Tractor with Attachments for High School.

Installation of blacktop surface between the East and West wings of High School playground.

Installation of a sink and bubbler, rear corridor of Central Street School.

Replacement of gym mats.

Replacement of bleacher boards.

Exchange of typewriters.

OTHER PROJECTS INCLUDING CAPITAL OUTLAY

Purchase of stools for cafeteria.

Purchase of filing cabinets for Grammar School office.

Purchase of folding chairs for instrumental music group.

Purchase of filing cabinet for Evening Practical Arts.

Purchase of filing cabinet for manual training records.

Purchase of photocopy machine for Superintendent's office.
 Purchase of microscope for Biology Department.
 Purchase of one Underwood Sundstrand adding machine for Commercial Department.

Purchase of record player for Audio-Visual purposes.
 Purchase of two Standard duplicators, one each for New Eighth Street and Grammar Schools.

In addition to the projects mentioned above, a number of repairs and maintenance problems were assigned to Mr. Girard and these were completed under the classification of ordinary repairs.

RECOMMENDATIONS AND PROPOSALS FOR MAINTENANCE IN 1958

As usual, the Maintenance and Repairs Committee has assigned to Mr. Girard a number of projects for his attention during 1958, and in addition to these projects, the School Committee has approved the major items listed below and has included provisions for the payment of such in the 1958 Budget.

Repair desks in High School Art Room.
 Sand and refinish High School Gymnasium floor.
 Caulk masonry in Auditorium and corridors leading to the High School and Grammar School.
 Refinish or replace approximately two classrooms of desk tops in High School.
 Repair Univents at Central Street School.
 Repair masonry and brickwork at Montague City School.
 Redecorate Grade 2 room, Highland School.
 Replace chairs, Biology Laboratory in High School.
 Replace chairs, Bookkeeping Room, High School.
 Replace gymnasium mats, High School.
 Repair Grammar School furnace.
 Repair doors in front corridor between the Auditorium and Grammar School.
 Replace bleacher boards, High School Athletic Field.
 Repair double doors in corridors opposite Auditorium entrance.
 Replacement of manual typewriters with some electric machines.
 Purchase of snow plow blade for tractor.
 Convert room in Superintendent's office to a duplicating room.
 Purchase of drinking fountain-bubbler for manual training room.
 Installation of additional outlets, Manual Training Room.
 Purchase of additional cabinets for filing purposes.
 Purchase of storage cabinets for Art Room, High School.
 Construction of bookcases and bookshelves in accordance with requisitions.

Purchase of Cafeteria chairs for Montague Center School.

Replacement and repairs to window shades throughout the department.

Purchase of additional seating facilities for Montague Center School.

Purchase of additional microscope for High School Biology laboratory.

In addition to the above, we submit the following for consideration:

A study of the playground area with the idea of permanent improvement.

A study of the need of a storage space adjacent to the Turners Falls High School to accommodate athletic field equipment, etc.

The advisability of employing a person to assume the responsibility of upkeep of grounds.

PER PUPIL COSTS
BY
MAJOR DIVISIONS OF SCHOOL BUDGET

FROM SCHOOL RETURNS TO DEPARTMENT
OF EDUCATION

	Amount	1956-57 Cost per Pupil	Percent
General Control	\$ 14,683.12	\$ 8.78	3.2
Salaries	291,283.71	174.32	65.1
Textbooks	7,673.25	4.59	1.7
Supplies—Other exp.	18,681.48	11.18	4.2
Operation	55,372.20	33.14	12.4
Maintenance	15,190.53	9.09	3.4
Libraries	624.99	.38	.1
Health	5,425.65	3.25	1.2
Transportation	22,665.25	13.56	5.0
Physical Education	801.43	.48	.2
Miscellaneous	12,079.72	7.23	2.7
Outlay	3,079.47	1.84	.8
Total	<hr/> \$447,560.80	<hr/> \$267.84	<hr/> 100.0

Average Membership—1671

EXPENDITURES BY SCHOOLS — JANUARY 1, 1957 to DECEMBER 31, 1957

	High School	Grammar	New 8th St.	Central St.	South End	Montague City	Millers Falls	Montague	General	St. Anne's	TOTAL
School Committee Expenses	.....	.....	.....	.....	.....	.....	.....	.....	\$ 265.87	.....	\$ 265.87
Superintendent's Salary	.....	.....	.....	.....	.....	.....	.....	.....	7,050.00	.....	7,050.00
Superintendent's Travel Expense	.....	.....	.....	.....	.....	.....	.....	.....	593.24	.....	593.24
Superintendent's Office Supplies	.....	.....	.....	.....	.....	.....	.....	.....	455.03	.....	455.03
Superintendent's Secretary's Salary	.....	.....	.....	.....	.....	.....	.....	.....	3,900.00	.....	3,900.00
Superintendent's Clerk's Salary	.....	.....	.....	.....	.....	.....	.....	.....	2,219.07	.....	2,219.07
Attendance Officer's Salary	.....	.....	.....	.....	.....	.....	.....	.....	150.00	.....	150.00
Census Enumerators' Salaries	.....	.....	.....	.....	.....	.....	.....	.....	370.00	.....	370.00
School Committee Stenographer	.....	.....	.....	.....	.....	.....	.....	.....	100.00	.....	100.00
Supervisors' Salaries	.....	.....	.....	.....	.....	.....	.....	.....	19,854.88	.....	19,854.88
Supervisors'-Teachers' Expenses	.....	.....	.....	.....	.....	.....	.....	.....	692.00	.....	692.00
High School Principal's Salary	\$ 6,449.96	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,449.96
Principals' Secretaries	2,390.00	\$ 56.05	.....	.....	.....	.....	.....	.....	.....	.....	2,446.05
Teachers' Salaries	91,232.18	45,985.06	\$17,050.01	\$17,494.89	\$16,710.70	\$16,233.85	\$26,782.36	\$33,944.31	.....	.....	265,433.36
Textbooks	2,183.94	2,371.21	66.74	63.24	153.70	252.40	851.41	311.53	128.60	.....	6,382.77
Supplies, Special Services	6,073.62	2,061.88	569.45	1,126.41	874.99	531.96	1,356.16	1,385.63	.....	.....	13,980.10
Wages of Janitors	7,334.07	3,532.10	1,650.77	1,643.28	1,703.75	1,400.00	3,400.00	3,400.00	.....	.....	24,063.97
Janitors' Supplies, etc.	955.81	520.76	345.33	381.22	162.98	239.64	224.76	465.00	29.33	.....	3,325.43
Fuel	8,475.03	1,677.29	1,085.15	613.29	1,285.63	855.42	1,296.11	3,079.75	.....	.....	18,367.67
Water	320.79	41.97	27.00	27.00	27.00	79.96	120.00	.....	.....	.....	670.72
Electricity	2,188.18	1,505.99	130.16	175.04	220.88	220.16	663.64	1,088.33	.....	.....	6,192.38
Telephones	303.10	170.45	180.80	131.00	134.35	143.10	122.20	139.40	172.50	.....	1,446.90
Gas	219.24	34.18	.....	.....	.....	.....	.....	.....	.....	.....	253.42
Repairs, Replacements	10,118.86	639.69	231.46	841.34	11.19	238.66	479.73	133.59	61.42	.....	12,755.94
Unkeep of Grounds	1,033.91	345.50	12.50	33.50	12.50	12.50	605.98	89.96	.....	.....	2,146.35
Supervision of Maintenance	1,828.35	131.83	123.83	262.08	118.50	125.83	282.91	265.91	41.70	.....	3,185.94
New Equipment	1,384.11	414.42	245.41	279.78	.....	14.45	447.86	282.69	121.87	.....	3,190.54

School Libraries	453.59	186.23	.....	1.50	8.41	23.16	19.42	14.27	.....	711.58
Promotion of Health —	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medical Examinations	.....	.....	.....	.....	.....	.....	.....	2,080.00	.....	2,080.00
Nurse Service and Supplies	.....	.....	.....	.....	.....	.....	.....	3,600.90	.....	3,600.90
School Dept. Automobile	.....	.....	.....	.....	.....	.....	.....	335.06	.....	335.06
Driver Education	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Automobile	393.32	.....	.....	.....	.....	.....	.....	.....	.....	393.32
Transportation	6,833.20	4,355.60	461.00	1,406.30	1,532.00	3,430.00	4,898.10	.....	\$ 925.00	24,973.70
Insurance	.....	.....	.....	.....	.....	.....	.....	4,757.60	.....	4,757.60
Physical Education	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Supplies	705.31	67.25	27.25	18.00	9.30	73.05	60.90	2.08	.....	983.54
Musical Instruments	716.32	30.31	.....	.....	.....	.....	.....	.....	.....	746.63
Graduation Expenses	469.77	.....	.....	.....	.....	.....	.....	.....	.....	469.77
Exhibitions	.....	.....	.....	.....	.....	.....	.....	53.80	.....	53.80
Evening Practical Arts	.....	.....	.....	.....	.....	.....	.....	1,495.53	.....	1,495.53
Other Auxiliary Agencies	.....	.....	.....	.....	.....	.....	.....	235.84	.....	235.84
COST PER SCHOOL	\$152,063.16	\$64,123.77	\$22,161.86	\$24,496.82	\$22,569.07	\$21,844.68	\$40,119.29	\$48,780.59	\$ 925.00	\$446,779.36
Average Membership	472	305	138	134	129	116	204	1,670	.....	1,670
COST PER PUPIL	\$ 322.13	\$ 210.26	\$ 160.59	\$ 182.81	\$ 174.95	\$ 188.32	\$ 233.25	\$ 243.55	\$ 29.21	\$ 267.53

NEW TYPE REPORT CARDS

In October, 1956, a Committee of teachers and parents was organized to study the advisability of revising the pupil progress reports. The following people served on the Committee:

TEACHERS

Miss Mollie Stratton
Mrs. Marjorie O'Connell
Miss Lenita Clark
Miss Margaret Shea
Miss Beatrice Alber
Miss Agnes Griffin
Mrs. Rita Kersavage
Miss Marion Gee, Secretary
Mrs. Helen Trembl, Chairman

PARENTS

Mrs. Richard Putnam
Mrs. Annah Mackin
Mrs. Margaret Pfersick
Mrs. Harvey Welcome, Jr.
Mrs. Phyllis Hardy
Joseph Rozecki
Mrs. Laura Helbig

The composition of the Committee was intended to include parents who were representative of the several communities within the town of Montague and the teachers were appointed as representatives of the elementary grades. During the year, five general meetings were conducted and a number of sub-committee meetings. As a result of this study, a new type of school progress report was approved and designed on the assumption that it might convey more detailed and complete information from the teacher to the parents than did previous types of report cards.

The report of the educational progress of the pupil is not restricted to marks in subject matter alone, but in the revised report there is an attempt to inform the parents of the attitudes and habits that the child is building into his character during school hours.

Parent-teacher conferences are an essential part of the new system of reporting, and in Grades 1 through 6, a parent-teacher confer-

ence takes the place of the first issue of the report card. Released time is available for the teacher in order that there may be a convenient time for the parents and teachers to get together. The report card provides a space for written comments of both the teacher and the parent.

It is hoped that the new type of card will result in a closer co-operation between parents and teachers in respect to the pupils' school work and that it will result in an improved device for the educational progress of the pupils.

DEPARTMENTAL REPORTS

CAFETERIAS

A School Lunch Program is a service that is considered to be vital to a good modern school unit. It is true that it might be one of the non-essential services for conducting an educational program and could be termed by some as extra-curricular, but it must be admitted that we cannot debate the value of a good cafeteria service. Schools are not constructed today without provision for this type of service. A good cafeteria service is something that is an essential part of school living and children can learn much from it because:

1. It promotes health and thus activates good learning—it is difficult to teach a hungry child.
2. It teaches nutrition by training children in the selection of the right kind of foods.
3. It emphasizes courtesy in the waiting line and instructs our children in the proper use of tableware.
4. It encourages cleanliness and sanitation.
5. It tends to foster better food habits and may carry over into later life.

From another point of view, the School Lunch Program is a convenience for mothers. It is also an economical service because few lunch boxes can be packed for the price of the cost of a meal at the School Cafeteria.

The School Lunch may be a charitable gesture for indigent children. This objective was stimulated during the Depression when the only balanced hot meal that some children received was at the school lunch counter. Although the need for free lunches has decreased substantially due to a better prosperity, and even though we

may be in the highest peak of family income, we still continue to afford free meals to some deserving youngsters.

Although the School Lunch Program may have advantages, it also presents problems for the administration. Of course there is always the question of salaries and wages. Decisions must be made regarding the salary value of the head cook vs. the other workers and the question of pay for holidays, vacation periods and other comparative factors. The collection of money, counting and accounting for it demands extra compensation for the teachers who are responsible. Then there is another set of records that must be kept at the main office with the reports that must be filed monthly at specified times, all of which requires a large percentage of someone's time in the office.

The following is the financial statement of our school activities for the year September 1956 through June, 1957.

SCHOOL CAFETERIAS—STATEMENT FOR 1956-1957

	Montague Center	Millers Falls	High School
OPENING BALANCE SEPT 1956	\$ 501.05	\$ 124.01	98.61
		adjusted	
INCOME:			
All lunchroom sales	5,155.92	3,599.77	9,550.51
USDA Claims received	2,165.11	1,465.96	2,727.42
			Other 242.80
TOTAL CASH			
PAYMENTS FOR:			
Food	\$7,822.08	\$5,549.74	\$12,619.34
Labor	3,798.27	2,554.27	7,622.20
Other—includes freezers	2,280.00	2,268.00	3,823.25
	394.58	383.18	817.27
CLOSING CASH BALANCE—Aug. 1957			
Inventory	\$6,472.85	\$5,205.45	\$12,262.72
	\$1,349.23	\$ 344.29	\$ 356.62
	\$ 146.40	\$ 14.35	\$ 244.50
MILK ACCOUNTS ONLY	New		
OPENING BALANCE SEPT. 1956	8th St.	Central St. Kdg.-So	End Mon. City
CLOSING BALANCE—Aug. 1957	\$50.00	\$50.00	\$50.00
Differentials paid to supervisors:	\$74.45	\$75.14	\$69.67
Montague Center			\$100
Millers Falls			\$100
High School			\$150
Opening Cash Balance Sept. 1956—all accounts			\$1,283.67
Closing Cash Balance Aug. 1957—all accounts			\$2,346.47

RECAPITULATION OF CAFETERIA SERVICES

	Complete Lunches	Recess Milks
Montague Center School	19,316	9,501
Highland School	15,709	5,133
High School	24,126	10,449
Total	59,151	25,083

In addition to the above, milk was also served in all other schools during the recess period.

VOCAL MUSIC

During the year, the schedule of bi-weekly visits to the primary and elementary grades were continued to a total of 19 supervisory visits during one week and 17 in the alternate week. The progress of the work was supervised and consultations were held with the teachers in respect to any problems which might have arisen and with the thoughts of improving the program, demonstrations of typical lessons were given to the teachers in the areas of music education, which involved modern methods and new materials used in music education.

A new course of study of Grades 1 to 3 was compiled and copies distributed to the teachers. Monthly outlines and suggestions were also available to the teachers. On the upper level, the work consisted more of teaching rather than supervising. The special activities of this phase of our music education were carried on with the same degree of satisfaction as in previous years. The Boys' and Girls' Glee Clubs enjoyed excellent enrollment and the public performances rendered were associated with the usual activities scheduled during the school calendar.

INSTRUMENTAL MUSIC

Weekly visits were continued during school hours to the elementary schools for the purpose of giving instruction to those children who were members of the Elementary School Band, and the pupils met in groups until their proficiency warranted admission to advanced groups and eventually membership in the orchestra and band.

From reports submitted by the supervisor, it would seem that there has been a lack of interest in some of the instrumental groups and that there should be an effort to re-vitalize the interest in the Instrumental Music Department.

The instrumental music organization participated in the usual activities and attended the Western Massachusetts Music Festival. A number of factors enter the situation when one is trying to analyze the interest in music organization, particularly in instrumental groups. Sometimes, the economic situation is a determining factor in whether or not parents can afford to have their children purchase instruments. However, the School Committee continued to subsidize the instrumental program and is continuous in its attempt to cooperate in the development of their instrumental programs and with particular reference to the growth of a good orchestral group.

HOME ECONOMICS

Home Economics is a required subject for girls in the Seventh and Eighth Grades and because of the age of these pupils the Supervisor has made attempts to try to determine the particular interest of the girls and to attempt to guide them into the several fields of Home Economics which will help the girls to learn the fundamental techniques in clothing and the ability to prepare foods well. The subject is also elective for Freshman girls.

There were no drastic changes in the offerings of the curriculum and the girls continued to complete the projects which are a part of the syllabus of this course. The Home Ec class continued to assist in a number of student activities, serving refreshments during the Tri-State Basketball Tournament and refreshments during the home football games. The girls of the Department also help to prepare and serve the annual banquets of the basketball and football squads.

DRIVER EDUCATION

Total licensed drivers	226
Students receiving licenses in 1957	30
Licensed students road checked	22
Students enrolled in D. E. as of September, 1957	123
Odometer readings from January-December:	
1956 Ford Sedan:	868.4 - 2784.7=1916.3 miles
1957 Ford Sedan:	11.6 - 1467.7=1456.1 miles
Total	3372.4 miles

The car used for student training is donated by the Sweeney Ford Sales of Turners Falls. This car is exchanged annually for a new model and this is very much appreciated by school officials. A number of aids were used in the teaching of the cars, including movies, lectures, displays, bulletin board materials and, of course, actual demonstrations and instruction behind the wheel.

Turners Falls High School had 16 entries in the second annual Junior Chamber of Commerce Road-E-O and for the second year in succession, one of the local High School students was awarded the trophy for winning the Road-E-O contest.

AUDIO VISUAL

The use of Audio-Visual aids seems to be quite definitely established as one of the modern tools of instruction. These aids help meet the need for more efficient teaching procedures and our teachers are becoming aware of the advantages of using Audio-Visual materials in their courses providing the lessons have been well planned and a follow-up procedure is used to evaluate the film or the material used.

Some of the projection equipment which was purchased in 1951 is presenting maintenance problems and before too long we should consider the advisability of exchanging some of this equipment for more modern and efficient devices. During the past year, a new projection screen was installed in the High School Auditorium, additional film strips were added to the Library and our present equipment was maintained to the best of our ability. The use of tape recorders is becoming popular and annually we are adding to the equipment by purchasing materials for use in our modern language department.

ART DEPARTMENT

The Art Supervisor has visited the Elementary grades every other week and has taught one-half hour lessons by demonstration. On the Junior and Senior High School level there seems to be an enthusiastic interest in art among the pupils. The pupils have devoted time after school hours in order that they may benefit by the instruction, often because they do not have sufficient time in their daily schedule. The Art Department participated in the usual activities and painted posters and placards for a number of local organizations. They also painted the decorations which were used for school socials and designed sets for assemblies and stage productions.

During the fall semester, an Art Seminar was conducted for all teachers from Kindergarten through Grade 6. In June, 1957, the Art Department participated in an exhibit, together with the Home Economics and Practical Arts classes.

It would seem to be a practical recommendation to consider the advisability of more time for Art in the High School. Many pupils wishing to elect Free Hand Drawing cannot because of conflict in electives. It would seem feasible to assign the Art teacher to a schedule that would make her available for actual instruction in the High school and perhaps reduce her visits to the elementary grades, with the thought that she would be more on a consultant basis for the

elementary grades with more time to devote to actual classroom teaching on the secondary level.

SPECIAL EDUCATION

On October 1 we had thirty children enrolled in Special Classes, one at Montague Center and one at South End School in Turners Falls. Included in these groups are several non-resident students from neighboring towns that have no Special Class facilities. We are sending several children to a trainable class in Greenfield under the regulations pertaining to Special Class registrations because we do not have the facilities for such a group in our educational system.

The children in these groups have received special instruction for more than one year and are progressing in accordance with their abilities. The children are given basic instruction in the three R's and individual attention to their reading difficulties. Much time is devoted to phonetic analysis and the skills which will enable them to carry over their work into functional vocabularies and reading skills which will make them realize that they have something usable and advantageous to them in other activities. Social Studies is not neglected and, of course, is a combination of many projects. Industrial Arts is an important phase of their instruction because these children seem to need and profit from abilities to do successful work in the manual arts.

Sometimes it is difficult to separate the children according to their age levels because of the fact that we have two classes only. Sometimes the youngsters who may be seven or eight years of age are in the same group with a boy who may be 15 or 16 years old. This makes it difficult for the teacher and it also creates a situation which might be in conflict with some of our social attitudes, but the combination of the skills required of the teacher involved seems to work to satisfaction. Over-crowded classes, of course, make it impossible for teachers to give individual attention to the multiple needs of these children when the retarded reach the age of adolescence and problems multiply, and the curriculum of these pupils has to include a rather broad area including such topics as citizenship, responsibility, job evaluation and healthful living.

HIGH SCHOOL LIBRARY

The circulation of the High School Library averages about 360 books a month and the reference books are in constant use. The most popular reading seems to be in the field of fiction, biography, history and science. There is still the problem of the use of the Library in multiple ways, because the room is used as a home room, study hall, and for reference purposes. Library Science is taught to the Fresh-

men. During this instruction, an attempt is made to acquaint the pupils with the proper use of library materials and the most efficient way to do research work in the many fields of educational subjects. Due to the restricted allocation of the budget, it is impossible to add many new books to our shelves annually. However, there has been an increase in the interest of school officials in respect to library materials and there is a gradual replacement of many of our old reference books and encyclopedias, together with an expansion in many of the books of fiction and biographies. The library is gradually becoming complete in basic material and reference work, including dictionaries and encyclopedias are being brought up to date.

LIP READING AND SPEECH INSTRUCTION

Audiometer tests were given to 985 pupils in September, 1957. Of this number 90 were re-tested. 28 pupils were found with varying degrees of hearing loss and parents were notified with the recommendation that the child be referred to the family physician. Lip Reading classes are being conducted for those pupils where it has been affirmed that there is a hearing loss. 10 pupils are now enrolled in these groups. Speech problems are apparent in the primary grades and through the schools, and there are 150 attending speech classes. Some of these defects are not serious inasmuch as some pupils seem to have difficulties of faulty formation of a few sounds, and the aim is to assist the youngsters in the use of good speech in the early years on the basis that it is essential to success in the later years of life.

INDUSTRIAL ARTS

As in other years, the shop program at the High School level is divided into two groups, the beginners or orientation course and the advanced group. The beginner's course is made up of Freshmen who elect the subject and who receive eight periods a week of instruction. Mechanical drawing is a part of this curriculum. The advanced group includes Sophomores, Juniors and Seniors and under the instruction of the teacher they are able to develop projects in accordance with their individual abilities. Mechanical drawing is also an essential part of the advanced course. A text book was adopted this year for mechanical drawing and is valuable to the student in blueprint drawings and readings.

The shop program offered to the boys of Grades 7 and 8 is made up of units which deal chiefly with the use of tools and simple instruction in wood turning. At the completion of the course in June an exhibit of the projects completed was held and proved to be of considerable interest to the parents and friends of the boys in the class.

THE NEW SCHOOL

In previous reports we have emphasized the need of more school facilities and have recommended the construction of a new elementary school in the Turners Falls area and so, in this annual report, we are happy to record in a brief way because details will be given in another committee report, that the new building which is under construction will be ready for our pupils in September, 1958. This building will offer long-needed facilities for our educational needs. As stated in a previous part of this report, school enrollments have increased, particularly in the primary grades, and classrooms have been crowded. It has been necessary to assign pupils to school buildings in precincts other than in those in which they reside and we have had to provide additional transportation in order to get them to school.

The new building, together with the three other four-room schools, will adequately accommodate the elementary pupils in the Turners Falls area. It is a 14-room building with cafeteria and all-purpose room. We shall probably use 10 or 11 of these rooms next school year. The study of the births and analysis of our school population and existing facilities and the residences and growth of our community shows that the site is located in a focal point of present population and that the area is adequate for playgrounds and outdoor education.

The administration is now concerned with the program of grades and the assignment of pupils to the school. Generally, we would state that pupils who reside in that area will attend the new building. The Central Street, South End and the Montague City buildings will still be used as community schools. Of course there will be fringe areas where School Committee policy will have to determine which building the pupils will attend.

The closing of the New Eighth Street School will mean the re-assignment of the four teachers involved. The opening of the new building and other factors will mean that we shall have to hire six additional teachers. We say "other factors" because the need for teachers is not due entirely to the opening of the new building. For instance, we will need one more Seventh Grade teacher, and in resuming our Kindergartens we will need two staff members, and because we then will have the classroom space, we can no longer justify primary classes of about forty children per teacher and, therefore, will recommend the assignment of more teachers to relieve the crowded classroom conditions in the primary grades.

The pupils will be provided with better physical conditions, including a hot lunch program, and they will be housed in a plant

that is bound to have a psychological effect on both teachers and pupils. Eventually, all of these should be conducive to a good educational program.

The citizens of Montague again have shown concern for the needs of our youth and by affording these new facilities, in a great cooperative effort, they are providing things that are of vital importance for the unborn as well as for the boys and girls of the present generation.

CONCLUSION

In 1958 there will be increasing reaction to the Sputniks, to mounting reports of the need of teaching of more mathematics and science, and there will be re-assessments and re-appraisals of a number of other things including our educational philosophy, curricula and teaching methods.

The impact of current events will raise some public clamor for the teaching in a better way of more of a number of things. Another re-appraisal will result from the recent new look at Communism and has already been made by our patriotic organizations who have now reversed their stand about teaching anything pertaining to Communism in the public schools. Their latest resolutions now call for schools to provide suitable courses designed to deepen the understanding of loyalty to American ideals and institutions by exposing the fallacies of Communism.

A longer school year has already been urged on the basis that such is necessary to get better mileage out of our facilities. With so much to be learned and so little time to learn it, our school day and school year are certain to be all too short. There will be a re-examination of the age limit for compulsory education. There will be the question of whether or not many of our youngsters profit from a prolonged attendance that is now legally required and we shall be asked if our schools should be used as a means of keeping children from a certain amount of productive activity which we must admit is good for young people.

There will be an effort to accelerate our gifted pupils into their capabilities rather than to require them to adjust their pace to the less capable and mark time while they are waiting for the others to catch up, and thereby acquire some mentally lazy habits.

Some of the fallacious assumptions which have dominated American education during the past thirty years will no doubt be accused of having been major drawbacks in the cause of intellectual growth. The idea that the purpose of education is to develop personality and not primarily to acquire knowledge will have to be challenged, also that item in progressive education which has advanced to the effect that children should never face a definite test of attainment or the

disappointment of failure, unless they want to be athletes, will be rigidly attacked. Any change to this approach will, of course, be opposed by some parents who do not wish to have Junior's ego exposed to the realities of life.

There will also be a toughening-up of the curriculum and the philosophy of life rather than philosophy of education may dominate some of these changes. The philosophical idea that the purpose of education is "adjustment of our youngsters to their environment" with no particular concern or activity on their part but with a tenderness for security, will be supplanted by a philosophy of hard work. You cannot turn out a thinker with any less effort than you develop a musician or an artist or a skilled workman, or even a good athlete. The discipline of hard and patient effort is inescapable.

There may be a review of our teen-age problems and the manner of discipline. Perhaps we may learn much from the study of our ancestors on how to bring up children and to develop parental respect among our youth with a demand for better discipline in our educational institutions. Teachers and parents should be the symbols of authority and with patience, discipline again can be firm and fair.

All these and more will be laid on the doorstep of our schools and school officials will have the task of re-evaluating their programs, particularly if they have permitted their schools to stray along the path with the progressives. The year 1958 may be one of acute responsibility for the administrator. He will have to re-evaluate in terms of his experiences and according to his professional judgment and in light of the best opinion and research available; and reject the spurious solution and easy cure, and respond to unjust and uninformed attacks with truth and fact and with professional vigor.

I express my appreciation to the School Committee for the many hours which they have devoted in the consideration of educational problems and in the development of policies which have been for the best interests of our schools. We have experienced a friendly concern for our schools by many of our citizens and organizations and wish to assure all who served in supervisory capacities that their efforts have been appreciated by the school faculty.

I am aware of the conscientious work of the teachers under my supervision and in closing I wish to take this opportunity to recognize the devotion of the office staff, Miss Catherine Kelley and Mrs. Irja Haynes, whose efficient service has helped us to maintain good public relations and a high degree of administrative efficiency.

Respectfully submitted,

ARTHUR E. BURKE, Superintendent of Schools

Report of High School Principal

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Mr. Burke:

I am submitting my report as principal of the Turners Falls High School.

Our enrollment on October 1, 1957 was 464 students which was 23 less than the preceding year.

A major factor in this increase was the absence of the two lower classes of students from Erving who were transferred to the Ralph W. Mahar Regional High School in Orange. The present members of the Senior Class were permitted to finish their work here but after they graduate we shall probably receive no students from Erving unless they wish to pay their own tuition.

I am enclosing the usual list of statistics relating to the organization of the school.

Class	Boys	Girls	Total
Freshmen	65	56	121
Sophomores	50	72	122
Juniors	63	58	121
Seniors	44	53	97
Post-Graduates	3		3
Total	225	239	464

GEOGRAPHICAL DISTRIBUTION OF STUDENTS AS OF DECEMBER 18, 1957

	Sr.	Jr.	Soph.	Fr.	Total
Turners Falls	48	55	62	53	218
Millers Falls	15	13	18	15	61
Montague Center	11	20	13	19	63
Riverside & Gill	9	11	10	11	41
Montague City	6	11	13	13	43
Erving	7	2	0	0	9
Lake Pleasant	2	8	5	6	21
Greenfield	0	1	0	2	3
Colrain	0	0	0	1	1
Total	98	121	121	120	460

ENROLLMENT BY SUBJECTS**English Department**

	Boys	Girls	Total
English I	65	56	121
English II	49	72	121
English III	61	60	121
English IV	45	51	96
	<hr/>	<hr/>	<hr/>
	220	239	459

Foreign Language Department

French I	29	37	66
French II	14	23	37
French III	2	13	15
	<hr/>	<hr/>	<hr/>
	45	73	118
Latin I	33	32	65
Latin II	16	34	50
	<hr/>	<hr/>	<hr/>
	49	66	115
Spanish I	25	17	42
Spanish II	7	6	13
	<hr/>	<hr/>	<hr/>
	32	23	55

Mathematics Department

Elementary Algebra	66	35	101
Intermediate Algebra	52	43	95
Applied Mathematics	14	1	15
Plane Geometry	43	25	68
Trigonometry	19	15	34
Commercial Arithmetic	6	28	34
	<hr/>	<hr/>	<hr/>
	200	147	347

Social Science Department

U. S. History	45	51	96
M. & M. History	53	41	94
Social Science	18	10	28
Ancient History	30	41	71
	<hr/>	<hr/>	<hr/>
	146	143	289

Science Department

General Science	26	25	51
Biology	55	42	97
College Chemistry	32	28	60
College Physics	17	4	21
Practical Chemistry	29	7	36
Practical Physics	17	0	17
	<hr/> 176	<hr/> 106	<hr/> 282

Commercial Department

Commercial Geography & Law	16	34	50
Business Training	6	5	11
Bookkeeping I	12	56	68
Bookkeeping II	3	27	30
Adv. Bookkeeping & Sales	0	14	14
Stenography I	2	33	35
Stenography II	0	15	15
Typewriting I	13	52	65
Typewriting II	0	15	15
	<hr/> 52	<hr/> 251	<hr/> 303

Music Department

Band	16	48	64
Orchestra	9	24	33
Twirlers	0	17	17
Color Guard	0	4	4
Cheerleaders	0	28	28
Harmony, Theory, Arranging	3	1	4
Music Appreciation	63	52	115
Adv. Music Appreciation	4	31	25
Girls Glee Club	0	85	85
Boys Glee Club	42	0	42
	<hr/> 137	<hr/> 252	<hr/> 417

Industrial Arts

Manual Arts	86	0	86
Mechanical Drawing	106	2	108
	<hr/> 192	<hr/> 2	<hr/> 194

Home Economics

Sewing-Cooking	0	52	52
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Art Department			
Freehand Drawing	80	75	155
Art Appreciation	27	40	67
	<hr/>	<hr/>	<hr/>
	107	115	222
Driver Education			
Classes	44	66	110
Physical Education Department			
Boys' Physical Education	215	0	215
Girls' Physical Education	0	214	214
	<hr/>	<hr/>	<hr/>
	215	214	429

GRADUATES ATTENDING HIGHER INSTITUTIONS OF LEARNING

In spite of the crowded conditions and difficulties attendant to entering colleges we are fortunate in having a large number of our graduates studying at various institutions of higher learning. The large numbers of students applying for admission to college may well be realized when we consider that this year more than 500,000 boys and girls will be taking the examinations of the College Entrance Examination Board throughout the country.

Turners Falls High School continues to be accredited by the New England Association of Colleges and Secondary Schools and rated Class A by the Massachusetts Department of Education.

Our graduates are enrolled at the following Colleges and Schools:

Michigan State Normal	Skidmore College
Stockbridge	Worcester Polytechnic Institute
American International College	Fitchburg State Teachers College
Anna Marie College	Dartmouth College
Northeastern University	Middle Tennessee State College
Bates College	Framingham State Teachers Col- lege
American Academy of Dramatic Arts	University of Connecticut
St. Anselm's College	Our Lady of the Elms College
Central Michigan College	Boston College
University of Massachusetts	Westfield State Teachers College
Regis College	Providence Bible Institute
Rensselaer Polytechnic Institute	Keene Teachers College
University of Rhode Island	University of New Hampshire
Bentley School of Accounting	Iowa State University

Hampden School of Pharmacy	William and Mary College
Massachusetts Institute of Technology	Amherst College
Florida State College	Pittsfield General Electric School
New England College	Babson Institute
Bulis Preparatory School	Boston University
Wentworth Institute	University of California
Immaculate College	Elon College
Colby College	Worcester Academy
University of Maine	Monson Academy

Hospital Training Schools

Massachusetts General Hospital	Mercy Hospital
Newark Beth Israel Hospital	Burbank Hospital
Hartford Hospital	Quincy Hospital
St. Vincent Hospital	Franklin County Hospital

STUDENT ACTIVITIES

Approximately two-thirds of our students participated in a number of extra-curricular activities under the direction of faculty sponsors.

Following is a list of the activities as they occurred during the year:

January:

Basketball
History Club
Ski Meet

February:

Basketball
Senior Play—"Janie"—2 performances
American Legion Oratorical Contest
Art Club Dance

March:

Magazine Drive
Camera Club
History Club

April:

Baseball
French Club
Basketball Banquet
Camera Club
Tennis

May:

Baseball
 Junior Prize Speaking
 Junior Prom
 Tennis
 High School Varieties—2 performances
 Music Festival

June:

Field Day
 Art Club Trip
 Senior Farewell
 Final Assembly

September:

Football
 Senior-Freshman Reception

October:

Football
 Class Elections
 Columbus Day Assembly
 Pumpkin Prom

November:

Football
 Veterans Day Assembly
 Good Government Day

December:

Christmas Concert—Glee Clubs & Band
 Christmas Party—French Club
 Football Banquet
 Ski Meet
 Christmas Assembly

The Netop was published at regular intervals and the Yearbook Staff published an excellent history of the Senior Class with their edition of "Indian Trails."

Extra-Curricular Activities are supervised by the following teachers:

Athletics:

Mr. Russell	Mr. Garrahan
Mr. Caouette	Mr. Bourdeau
Mr. Putnam	Mrs. Reidy

Band:**Swingsters:**

Mr. Weiner

Orchestra:

Dramatics:	
Prize Speaking:	
Netop:	Miss Teed
Yearbook:	
Pumpkin Prom:	
Boys' Glee Club:	
Girls' Glee Club	Miss Argy
French Club:	Miss Porter
Camera Club:	Mr. Oakes
Home Economics Club:	Miss Reum
Bank Day Cashiers:	Miss Little
Pro Merito:	Miss Little
Community Service Club:	Miss McGillicuddy
Refreshment Booths:	Miss Reum
Commercial Club:	Miss Little
Magazine Drive:	Miss McGillicuddy
Freshman Counselor:	Mr. Oakes
Sophomore Counselor:	Mr. Garrahan
Junior Counselor:	Miss Lindsay
Senior Counselor:	Miss Little

"Blanket Tax" Assemblies as usual were held monthly during the year. Excellent speakers and musicians were provided for our students.

MATHEMATICS AND SCIENCE

During the past year and especially since the Russian achievement in launching a satellite a flood of criticism has been directed toward the mathematics and science curricula in the American High schools. The blame for the Russian victory over our scientists has been attributed to lack of science and mathematics courses, poor teaching and about every other reason but where it belongs namely on those who are supervising the overall defense of our country.

It has been charged that only one out of twenty-two high school students study physics whereas actually the ratio is closer to one out of five. The number of pupils in chemistry has not declined but has increased more than twenty-fold. Two-thirds of the high school pupils take algebra and while there are many exceptions to this picture the science and mathematics picture is not as discouraging as some would like to paint it.

It has always been our aim to encourage the study of mathematics and science and it has been rare indeed that a student has graduated

from this school without at least one course in mathematics and one course in science.

Not all students have scientific and mathematical aptitudes and it is a mistake to insist upon these subjects for those who do not possess the ability to successfully pursue the study of science and general mathematics. It is our feeling here that we are able to interest the majority of those who have the aptitudes to become scientists or mathematicians or engineers. The Guidance Counselors in the seventh and eighth grades are continually on the alert for young people who show evidence of scientific and mathematical interest. Often these interests are confirmed by the pre-high school testing programs before their schedules are prepared for their entrance into high school. Students are not permitted to drop courses without a complete report by teachers and a conference with the Principal. In cases where necessary, parents are consulted and written permission to drop the course is requested.

A recent survey of the present senior class was undertaken to determine the amount of science which had been taken by students who were nearly at the end of four years of high school study.

The results are as follows:

- 10 students had 4 years of science
- 45 students had 3 years of science
- 28 students had 2 years of science
- 12 students had 1 year of science
- 1 student had no science

The above figures certainly point out that the study of science has not been neglected here and the fact that almost one-half of the class has had three years of science is indicative of the interest created.

The picture in mathematics is even more promising since practically every student is taking at least one mathematics course with Algebra, Geometry, Trigonometry, Solid Geometry and Review Mathematics predominating.

It is comparatively easy for the average citizen to become disturbed when he reads of the success of the teaching of science behind the Iron Curtain but he must remember that the concentrated study of science and mathematics from eight to ten hours daily is not possible in the American comprehensive high school which endeavors to educate the whole man.

We have scientists. We have the potential as we have shown by our great discoveries in medicine, atomic energy, etc., and we shall continue to produce them but we must be sure that they are properly utilized after they are produced, and that their talents are not wasted in the maze of red tape and official lethargy.

HIGH SCHOOL EVALUATION

For many years the New England College Board performed the duties of accrediting high schools in New England but when it was dissolved there was no agency to accredit except the Departments of Education in the various states.

As a result the New England Association of Colleges and Secondary Schools of which Turners Falls High School has been a member for many years has undertaken the task of evaluating all secondary schools in New England within the next ten years.

Our faculty has already begun the first step in the process of self-evaluation and for the past three months has been meeting two or three times weekly discussing the various subjects of the evaluation from courses of study to operation of school plant. The self-evaluation will be followed by a visiting committee of teachers and administrators who will remain with us for three days checking on our self-evaluation and reporting on the findings of their own study.

Our first step in this process was to formulate a statement of the schools philosophy based upon the school community and the needs of youth. This is important because the school should be evaluated not by comparing it with other schools but in the light of its own understanding and its purposes.

As a result of Faculty discussions the following statement regarding the philosophy of secondary education at Turners Falls High School is submitted:

"The philosophy of secondary education at Turners Falls appears to follow a considered middle of the road pattern of thinking, conserving principles and traditions which have proved themselves in the past and adopting new theories and fads only when their values have been tested and may be clearly demonstrated. Thus we maintain traditional instructional methods which emphasize content on the theory that learning itself is an individual "experience" and that a pupil does not have to play store to learn how to add nor does he need to organize a committee to look up a word in the dictionary. Respect for learning is promoted by recognizing that it is usually a matter of individual responsibility and hard work and need not be presented as a club activity or as a form of entertainment. At the same time learning may be made more human as it is related to the student's experience and expectations and may be made more vivid by the use of modern technical developments in audio-visual aids and the like. Our curriculum shows regard for the intellectual achievements of the past and awareness of their usefulness in shaping the future, yet is varied enough to provide practical training for present-day vocational needs. Our discipline has been modified to do away with the 19th century

pupil-teacher relationship based on fear of authority but has not been so modified as to do away also with respect for authority. We feel that this respect for authority can be taught by teachers who insist firmly upon a fundamental code of conduct in the training of our young people."

We recognize that present day society is confused and complex and aim to prepare our young people for it as best we may by providing guidance, knowledge, skills, and a respect for the enduring human values.

GUIDANCE

The Guidance Council in its fifth year of existence continues to play a valuable role in the development of our boys and girls educational and vocational objectives.

During the past year Mrs. Ethel McLaughlin succeeded Mrs. Ruth Carruthers as counselor for grade 7 and has carried on her work with enthusiasm. Grade 7 is the first group to meet with a Guidance Counselor and their work is continued in Grade 8 as Miss Argy orients them for their entrance into High School.

Since the interview is considered the very heart of Guidance I am happy to report that more than 600 interviews have been given by the Council in addition to the many informal conferences which any good teacher conducts during school session. Each counselor devotes much time to the problems of guidance and all records containing test information, vocational choices, personal problems, placement and current scholastic ranks are kept up to date in the cumulative record folders. The counselor tries to have the student think about the kind of a person he is and then encourage him to explore the educational and vocational opportunities which are open to him, by using the facilities at his disposal in the Guidance Center.

Testing programs for entering students were administered in March and the information provided necessary data for preparing their high school course of study programs.

The Boston University battery of tests was again administered to the members of the Junior class and the results were of immeasurable aid in assisting the counselors to advise on vocational choices. The purpose of a testing program in Guidance is to make possible an initial tentative appraisal of pupils ability from a mental and vocational standpoint which will assist the counselor in helping youth to recognize the talents they possess.

Group Guidance was carried on as usual and all grades listened to speakers from Colleges and industry. The Principal continued to meet with the four classes to discuss problems relating to discipline, school spirit and proper community appreciations.

Guidance Counselors realize the years of high school are most important in each youth's development since it is during these years that he begins to take stock of himself. We must see to it that his appraisal of himself is consistent with his own needs and that of the community and this we can do if the combined efforts of parents, Guidance Counselors, teachers, community institutions and religious organizations work toward that end.

COURSE OF STUDY

ART: You will note from the class information contained elsewhere that we now have an enrollment of 222 in the Art Classes which Miss O'Brien supervises.

Since Miss O'Brien is also the elementary Art Supervisor, it is not possible for her to devote a full teaching schedule in the High School. The result is that many of her classes are too large to do the job as effectively as she would like to have it done and I hope at some future date it will be possible for her to devote more time to the High School.

DRIVER EDUCATION:

During this year 110 students enrolled in Driver Education. Of this number it will be possible for 30 to receive their licenses to drive automobiles.

Mr. Fugere teaches theory for six periods on Monday and with the exception of Tuesday morning when he gives "On the Road" training his time is taken up with boys' physical education classes.

Students are given "On the Road" training each afternoon from two o'clock until four until they have completed a minimum of six clock hours of driving. Since the number of students who wish to take advantage of this training is on the increase and will continue to be so with an increased enrollment and increased insurance privileges it may be necessary to increase the time given to this phase of our work if all students who seek the training will be able to obtain licenses.

SOCIAL STUDIES:

I feel that our social studies program of Social Science, Ancient, Medieval and Modern History is a sound one which is taking care of most groups effectively but I think we should give consideration to a full year of American History instead of the present one semester course which has been given for so many years.

The constantly changing picture in the international situation and the various threats to our American way of life can hardly be covered in the space of one semester particularly the period from 1900 to the present and I feel we could do a much better job of understanding our backgrounds and beliefs if we devoted more time to this study. If such a program can be arranged it is suggested that Civics be made a part of the curriculum of the tenth year.

CONCLUSION

The cooperations of many organizations and individuals is deeply appreciated and we wish to acknowledge the assistance of the following:

Scholarships:

Turners Falls High School Alumni Association
 Montague Teachers Association
 Turners Falls Womens Club
 Turners Falls Rotary Club
 Turners Falls Parent-Teacher Association

Awards:

St. Kazimiers Society
 Turners Falls Military Band
 Band Alumni
 Classes of 1917-1932-1945-1947-1948-1952-1956
 Turners Falls Rotary Club
 Clarence W. Allen Post
 Esleeck Manufacturing Company
 Rockdale Stores
 Junior Womens Club
 Mr. Wallace Marston

We are grateful also to Harold Doran for some of the material for the steel goalposts and to Philip Shebell, Louis Punala and Alfred Courtemanche for their assistance in assembling and erecting the posts. Chief of Police Casey and Superintendent of Streets Rastallis have been of assistance on many occasions.

No report of our activities would be complete without an expression of appreciation to a conscientious staff of teachers who carry out the work of guiding our high school boys and girls.

I am grateful for your interest in secondary school problems and I appreciate the cooperation of the Montague School Committee.

Respectfully submitted,

GEORGE F. WRIGHTSON
 Principal

PHYSICAL EDUCATION AND ATHLETICS

ELEMENTARY SCHOOLS — HIGH SCHOOL GIRLS

The Physical Education program in the primary grades consists of rhythms folk and square dancing, mimetics, stunts and rhythms which develop vigorous exercise, physical development and physical response to music. Games guide the child to be courteous, take turns, cooperate and enjoy the freedom within the limit of rules. From grades four through six, the basic steps of ballroom dancing were taught.

The program for the Grammar and High School girls consisted of Fundamental Danish Gymnastics, rhythms and folk and square dancing. Grammar School girls were taught the fundamentals of basketball, soft ball and volley ball. The High School girls' Hygiene course was continued throughout the year.

The annual Field Days were held at Millers Falls on May 27, Montague City May 28, Montague Center June 5, and Turners Falls June 7.

Basketball numerals were awarded to the following girls of the Junior Class:

Janet Thompson	Betsy Busha
Sandra Traceski	Rose Ann Bernado
Bette Thompkins	Jane Rastallis
Jeanette Robert	Carol Ptak
Judith Zewinski	Mary McIntyre

The following Senior girls were awarded basketball medals:

Nancy Schab (Co-Captain)
Ann Silver (Co-Captain)
Louise Kelleher
Elinor Wallenius

Basketball letters were awarded to:

Judith Zewinski	Rose Marie Dunn
Jeanette Robert	Shirley Bogucz
Jane Rastallis	Rose Ann Bernado
Sally Murphy	Betsy Busha

The results of the Varsity games were as follows:

Arms Academy 18 — Turners Falls 37
Greenfield 29 — Turners Falls 25
Northampton 28 — Turners Falls 29
Greenfield 50 — Turners Falls 41
Arms Academy 20 — Turners Falls 41
Northampton 36 — Turners Falls 32

The girls Tumbling Team performed at Varieties on May 16, and May 17, Field Day at Montague City and Turners Falls. The following girls were awarded T's for Tumbling:

Linda Bourdeau	Judith Mieczkowski
Carol Tuvek	Janet Bonzek
Barbara Graves	Marilyn Sawin
Rose Marie Sojka	Barbara Durant
Marion Luey	Bette Thompkins

Betsy Busha

(MRS.) HELEN C. REIDY

Supervisor

BOYS' PHYSICAL EDUCATION

The Turners Falls boys from the 7th through the 12th grades were instructed by Mr. Harold Fugere and Mr. Richard Putnam.

All boys have the opportunity to participate in a twice-a-week program for the High School and a once-a-week program for the Grammar School.

The High School program consisted of conditioning exercises, marching, sport fundamentals and techniques, tumbling and gymnastics, connective work and recreational games. A physical fitness program has been inaugurated and continuous records will be kept on each boy, supplementing the testing program already in use.

The boys' physical education classes participated in the Annual Field Day and featured marching and mass calisthenics.

The present physical education program represents as complete and well-rounded a program as can be offered on the present time schedule and can be considered to be very effective.

RICHARD E. PUTNAM

ATHLETIC DEPARTMENT

During the year of 1957 the participation in the High School and Grammar School athletic progress was excellent. Large numbers reported for all squads in all sports. This situation is exactly opposite the general condition in High School athletics across the country today, where the trend is to smaller and smaller squads. It is the sincere hope of this department that we can continue to strengthen the program as was done in 1957 by the addition of a Freshman Baseball Coach, allowing the Track Coach to devote full time to his sport. A planned program for the improving of facilities, both inside and outside, must be set up for study immediately. If this is not done, a very

costly major repair project would be necessary in a few years.

The High School program benefitted in 1957 a great deal from the active support of the many organizations that are interested in sports:

The Turners Falls Athletic Club, St. Kazimiers and the Turners Falls Rotary Club sponsored awards in football, basketball and baseball, respectively.

The Turners Falls Rotary Club organized a drive for increased basketball attendance, sponsoring three "Booster" games.

The following organizations provided the funds necessary to film each of the football games:

Turners Falls Athletic Club

Turners Falls Rotary Club

Turners Falls Council Knights of Columbus

Turners Falls Rod and Gun Club

Turners Falls Eagles

St. Kazimiers Society

Solomon-Daley Post, Veterans of Foreign Wars

Very few High Schools receive this type of help and students, players, and coaches appreciate this fact and appreciate the significance of it.

DONALD M. RUSSELL

Head Coach

SKIING

The team held practices whenever conditions permitted, usually at Holland Farms in Greenfield. Two meets were scheduled with Eaglebrook and Westfield High School. These were cancelled because of the weather. The team did participate in the Berkshire Interscholastic Ski Meet in Pittsfield. Turners Falls finished seventh out of a field of eleven.

Team Members:

R. Semb

F. Konsevich

P. Koch

E. Schule

P. Verrier

R. Dubreuil

M. Putala

R. Traceski

P. Machaiek

PAUL E. CAOQUETTE,

Coach

TENNIS

Twenty candidates reported on March 15, 1957. Following three weeks of basic instruction, an Intramural Singles Tournament was held. The winner and singles Champion was Francis Zak.

Turners Falls 0 — Deerfield Academy 9

Turners Falls 1 — Chicopee 5

Turners Falls 4 — Athol 1

Turners Falls 0 — Greenfield 6

Turners Falls 3 — Easthampton 3

Turners Falls 0 — Holyoke 6

Turners Falls 5 — Westfield 1

Turners Falls 5 — Chicopee 1

Turners Falls 5 — Easthampton 1

Turners Falls 0 — Greenfield 6

Turners Falls 0 — Holyoke 6

Turners Falls 4 — Westfield 2

Won: 5 Lost: 6 Tied: 1

Lettermen:

T. Simons

E. Schule

R. Verrier

T. Verrier

G. Kuklewicz

J. Schleis

R. Slatkavitz

CHRISTOPHER GARRAHAN,
Coach

TRACK

The track team competed in three dual, one tri-angular, and two area meets. The squad had 29 boys of which 10 gained letters and 11 others scored in some meet. Five of these were Seniors which means there should be a good nucleus for this spring.

The team defeated Greenfield and Classical in dual meets, losing to Deerfield Academy J.V.'s, came in second to Amherst in the tri-angular meet and was second in the Valley League meet and 16th in eighteen teams in the Western Massachusetts Meet.

All meets are away and the Turners Falls students have a small opportunity to see track in action due to the lack of any facilities at the Sheff Memorial Field.

LETTERMEN

T. Cotter	A. Mosca	L. Doton
R. LaRoche	A. Saulnier	J. Range
R. Sicard	C. Deprete	E. Lapierre
	R. Haigis	

RICHARD E. PUTNAM,
Coach

BASKETBALL SEASON

1956 - 1957

Varsity — J.V.

Varsity Record:

Turners Falls 53 — Arms Academy 48
Turners Falls 40 — Frontier Regional 45
Turners Falls 45 — Orange 40
Turners Falls 49 — Northampton 64
Turners Falls 52 — Chicopee 60
Turners Falls 55 — Greenfield 64
Turners Falls 50 — Athol 80
Turners Falls 47 — Holyoke 72
Turners Falls 66 — Athol 53
Turners Falls 46 — Westfield 67
Turners Falls 45 — Frontier Regional 49
Turners Falls 46 — Northampton 73 ****
Turners Falls 57 — Chicopee 41
Turners Falls 58 — Greenfield 56
Turners Falls 43 — Orange 42
Turners Falls 63 — Holyoke 81
Turners Falls 50 — Westfield 68

**** Game forfeited by Northampton for using an ineligible player.

Totals: Won: 7 Lost: 10

Tied for 5th place in Valley League.

Lettermen:

T. Cotter	R. Murphy
D. Cadran	N. Tompkins
J. Charron	T. Gessing
S. Koscinski	E. LaPierre
D. Mosher	

The Junior Varsity, composed of 4 Juniors and 11 Sophomores, compiled a record of 8 wins and 13 losses.

DONALD M. RUSSELL
EDWARD BOURDEAU

FRESHMAN BASKETBALL

The Freshman Basketball Team had a very poor season as they won only two games out of ten. Interest was high, however, and the large squad stayed through the season.

Lettermen:

W. Martineau	W. Desautels
R. Guilbault	L. Verrill
J. Kobera	W. Daignault
W. Cyhowski	R. Dobosz
Manager: R. Dempsey	

RICHARD PUTNAM,
Coach

GRAMMAR SCHOOL BASKETBALL

The team consisted of 22 boys, 15 in the Eighth Grade, and 7 in the Seventh grade. The team played 15 games, winning 13 and losing 2.

Results:

Turners Falls 47 — Thayer 23
 Turners Falls 30 — Amherst 40
 Turners Falls 45 — Shelburne Falls 23
 Turners Falls 47 — Frontier Regional 29
 Turners Falls 41 — Greenfield 28
 Turners Falls 46 — Orange 24
 Turners Falls 36 — Frontier Regional 17
 Turners Falls 30 — Amherst 33
 Turners Falls 43 — Greenfield 30
 Turners Falls 44 — Deerfield Academy 31
 Turners Falls 34 — Orange 20
 Turners Falls 41 — Greenfield 15
 Turners Falls 37 — Greenfield 31
 Turners Falls 31 — Shelburne Falls 24
 Turners Falls 43 — Deerfield Academy 35

GEORGE BUSH,
Coach

BASEBALL 1957**VARSITY — J. V. — FRESHMAN****VARSITY:**

Turners Falls	1	—	Arms Academy	11
Turners Falls	10	—	Amherst	13
Turners Falls	7	—	Deerfield	0
Turners Falls	6	—	Frontier Regional	5
Turners Falls	1	—	Northampton	2
Turners Falls	5	—	Chicopee	2
Turners Falls	2	—	Athol	6
Turners Falls	8	—	Greenfield	9
Turners Falls	4	—	Holyoke	6
Turners Falls	0	—	Westfield	4
Turners Falls	3	—	Northampton	9
Turners Falls	0	—	Chicopee	3
Turners Falls	4	—	Greenfield	7
Turners Falls	1	—	Athol	5
Turners Falls	0	—	Holyoke	14
Turners Falls	3	—	Westfield	7
Turners Falls	8	—	Orange	3
Turners Falls	7	—	Arms	10

Totals: Won 4 Lost 14 Valley League 6th place.

Lettermen:

J. Charron	H. Leete
R. Murphy	R. Rivet
N. Tompkins	A. Mosca
R. Gignac	T. Gessing
D. Dauphinais	G. Croteau

JUNIOR VARSITY:

The Junior Varsity had a record of 4 wins against 2 losses. A larger schedule for this team is planned for 1958.

DONALD M. RUSSELL

EDWARD BOURDEAU
Coaches

FRESHMAN:

The Freshman team had a record of 4 wins and 5 losses. This schedule was in addition to a weekly game with the Junior Varsity. It is planned that this schedule will be expanded in 1958.

PAUL E. CAQUETTE,
Coach

GRAMMAR SCHOOL:

The squad was composed of 18 boys, 14 from the Eighth Grade and 4 from the Seventh Grade. The team compiled a record of 8 wins and 3 losses.

GEORGE BUSH,
Coach

FOOTBALL—1957

The fall sports schedule was a very difficult one to complete as planned. Due to epidemics in the various schools, including our own, of so-called Asiatic Flu, games were postponed or cancelled. This cut down the schedule of all of our teams.

The team records:

VARSITY:

Turners Falls 13 — Mahar Regional School 0

Turners Falls 15 — Athol 6

Turners Falls 12 — Dalton 7 (Substituted for Pittsfield)

Turners Falls 18 — Adams 0

Turners Falls 0 — Drury 13

Turners Falls 25 — Springfield Trade 7

Turners Falls 0 — Westfield 25

Turners Falls 12 — Greenfield 39

Totals: Won 5 Lost 3 Gardner cancelled.

From a squad of forty players the following received letters:

Tom Gessing, Captain E. LaPierre

H. Atkins D. Dauphinais

J. Juskiewicz S. Dobosz

R. Annear G. Croteau

S. Klepadlo R. Croteau

R. Cotter R. Haigis

J. Burek R. Martin

W. Momaney W. Cyhowski

JUNIOR VARSITY:

1 Tie 1 Loss 3 Games cancelled.

DONALD M. RUSSELL
EDWARD BOURDEAU
Coaches

FRESHMAN FOOTBALL:

The Turners Falls High School Freshman football team split a six game schedule, winning three games and losing three games. The high spot of the season was the 20-6 win over Greenfield. The squad of 19 boys has a very good potential and should make a good account for themselves and the school as they go to the Varsity.

Lettermen:

R. Casey	R. Miner
H. Norwood	K. Roberts
G. Paulin	W. Thomas
P. Szenher	J. Sweeney
A. Pearce	R. Therian
J. Emond	R. Clark
	J. Perkins

Managers: W. Juskiewicz—C. Galvin

RICHARD PUTNAM,
Coach

GRAMMAR SCHOOL:

A squad of 27 boys, 17 from the Seventh Grade and 10 from the Eighth Grade played a four game schedule.

The record:

1 Tie 3 Losses 3 games cancelled.

GEORGE BUSH, Coach

Medical -- Health Reports of School Physicians

January 18, 1958
Turners Falls, Mass.

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Massachusetts

Dear Sir:

I herewith submit my report as School Physician for Precinct 1 for the school year beginning September, 1957.

The physical examinations have been completed throughout the school system, but were, through necessity, somewhat protracted and delayed by an epidemic of Asiatic Flu on a national scale which was responsible for many absences.

Groups engaged in athletics were examined separately as in preceding years.

At the present time there exists a minor outbreak of chicken pox in the lower grades.

It is noted that the general health is excellent, and that there continues to be improvement in the correction of defects.

As in other years, a large number of students were seen at my office during the school year and the summer months.

I wish to thank all, especially Miss Purrington, for their help and cooperation in this work.

Respectfully submitted,
KENNETH W. B. JACOBUS, M.D.
December 26, 1957

Mr. Arthur E. Burke
Superintendent of Schools,
Turners Falls, Mass.

Dear Mr. Burke:

The pupils at the Montague Center School were given their annual physical examinations. There were a few minor defects noted, but there were no serious diseases found.

The school nurse, Miss Euphrasia Purrington, and the teachers, were most cooperative and helpful, and I wish to thank them for their cooperation.

Yours very truly,
WARREN D. THOMAS, M.D.

January 13, 1958

Superintendent of Schools
Turners Falls, Mass.

Sir:

The regular physical examinations of the pupils of the Highland School was done this fall.

The general health of the pupils seemed excellent.

New defects noted were minor ones and were duly reported to the parents concerned.

The general cleanliness and sanitation of the school building continues to be excellent and shows the results of considerable care and work.

I wish to thank Miss Purrington, Miss Alber and all teachers of the Highland School for their fine cooperation.

Respectfully,

EMID D. ELGOSIN, M.D.

Report of School Nurse

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Mr. Burke:

I herewith submit my thirteenth annual report as School Nurse in the Montague Public Schools.

The usual schedule of work has been carried on and has included such activities as assisting the school physicians, administering first aid work, conferences with parents and teachers and other individuals, home visits, assisting the lip reading instructor in audiometer testing and making arrangements for inoculations, and preparation and selecting children at summer camps.

We find the various defects still continue but with a decrease in the number of cases, with the possible exception of dental caries. These seem to be one of the major problems and although we have paid special attention to this phase of health by sending dental forms home and recommending that the parents have their children's teeth examined and treated, nevertheless, some parents seem to be neglectful.

The usual teacher-nurse conferences proved to be valuable in the development of the child because we have found throughout the sys-

tem that when conditions are reported that need attention it has always been our observation that the parents have been very cooperative in the matter of seeing to it that their children receive the best of medical attention.

During the Spring Conference and the Well Child Conference the nurse has had an opportunity to meet the parents of children who are planning to enter school for the first time and information is secured which is beneficial in the guidance and education of the child.

The fact that I am available for a month during the summer enables us to attend the summer camps where our children are enrolled and to assist in the planning and arrangements which are necessary for the admission of these children. Financial assistance has been arranged by the nurse's office for some of the following:

- Removal of tonsils and adenoids
- Examination of eyes and purchase of glasses
- Special physical examinations
- Purchase of necessary medicines
- Dental care

The general health has been good with the possible exception of an epidemic of virus which was prevalent in the Senior High School and which was the cause of many pupils' absence. I have attempted to cooperate with the Guidance Counsellors by trying to coordinate the health activities with the recommendations and suggestions of the Guidance program. I am also assisting in the evaluation of the Health and Safety Program which is one phase of the survey of our High School which is being conducted this year.

I have attended two different meetings of the Massachusetts School Nurses Association and have pursued professional training courses at the University of Massachusetts.

I would like to thank the three school physicians for the very fine cooperation and all others who have in any way assisted me in the work of my department.

Respectfully submitted,

EUPHRASIA PURRINGTON
School Nurse

GRADUATION EXERCISES AF THE CLASS OF 1957

Turners Falls High School Auditorium

Thursday, June 20, 1957

PROCESSIONAL

War March of the Priests F. Mendelssohn
High School Orchestra

HONOR ESSAY:

"For What Are We Educating?"
Jacqueline Verrier

HONOR ESSAY:

"Women and Higher Education"
Elinor Wallenius

SELECTION:

Voices of Spring Johann Strauss
High School Orchestra

COMMENCEMENT ADDRESS:

Mr. Joseph T. Bartlett, Esq.
"Beacons Along the Paths of Progress"

PRESENTATION OF DIPLOMAS:

Arthur E. Burke, Superintendent of Schools

PRESENTATION OF AWARDS:

George F. Wrightson, Principal
Rensselaer Polytechnic Medal — Bernard Plaza
Clarence W. Allen Post No. 178 Award — Gerald Kuklewicz
Esleeck Award — Carolyn Riel
Turners Falls Rotary Club Award — Richard Martineau
Turners Falls P.T.A. Scholarship — Suzanne Fisk
Montague Teachers Association Scholarship — Candace McCarthy
Turners Falls Rotary Club Scholarships — Christine Parenteau,
Louise Kelleher
Turners Falls Woman's Club Scholarship — Elinor Wallenius
Turners Falls High School Alumni Scholarships — Bernard Plaza
Jacqueline Verrier, Robert Richards
Americanism Awards Clarence W. Allen Post No. 178 — Eugene
Richotte, Ann Pervere

Turners Falls A.C. Scholarship — Samuel Taylor
 Rockdale Awards — Charles A. Burnham, Jr., Martha Greene,
 Jo Ann Kruger
 Class of 1913 Award — Helen Delpha
 Class of 1932 Karl Schuhle Memorial Award — Anthony Blass-
 berg
 Class of 1945 Joseph J. Sheff Memorial Award — Thomas Cotter
 Class of 1947 Award — Jacqueline Verrier
 Class of 1952 Award — Christine Parenteau
 Class of 1956 Award — John Charron
 Harvard Prize Book — Junior Award — William Momaney, Jr.
 Pro Merito Awards

CLASS SONG: Class of 1957
 Words by Richard Dinsmore
 Music by Nancy Judd

CLASS MOTTO: "Nothing is Impossible with Faith"

LIST OF GRADUATES

Class of 1957

Peggy Joan Abbott
 Robert Louis Abbott
 Beverly Lorraine Adie
 Gertrude Julia Arel
 John E. Avery
 James Edward Baird
 William Spencer Beves
 Anthony Martin Blassberg
 Dale Richard Cadran
 *John Arthur Charron
 Jason Edward Clark
 Sylvia Elaine Clough
 Rose Marie Collette
 Carol Anne Loretta Corbin
 Raymond Ernest Cosby
 Joyce Eleanor Cossett
 Thomas Francis Cotter Jr.
 Jerold William Crowley
 Woodrow Leroy Cutler
 Gloria Mary Dauphinais
 Helen Francese Delpha
 †*Richard William Martin
 Dinsmore
 Richard Henry Dion
 John James Donahue
 Paul Joseph Emery
 Thomas Jerald Finck
 Suzanne Alice Fisk
 Carolyn Louise Fortin
 Mary Ann Gagne
 Jean Mae Gignac
 David Buckley Gmyrek
 David Allen Gonyer
 Lynne Lois Grant
 Roger Robert Grant
 *Jeanette Rose Housman
 Christina Mary Hudson
 †*Nancy Ruth Judd
 *Louise Estelle Katherine
 Kelleher
 Jean Bertha Mary Kellyhouse

Turners Falls High School

Peter Frank Koscinski
 Stanley Herman Koscinski
 William John Kostecki
 Joseph Peter John Kozik Jr.
 Stacia Alice Krol
 Joan Ann Kruzlic
 Gerald Eugene Kuklewicz
 Paul John Michael Lapinski
 Robert Clifford LaRoche
 x‡Harold Richard Leete
 Brian James Letourneau
 Rosemary Malinowski
 *Richard George Martineau
 Constance Ann Milonas
 Edith Regina Molongoski
 *Anthony Joseph Mosca
 David Newton Mosher
 †*Robert Michael Murphy
 Sarah Margaret Murphy
 Candace Anne Theresa
 McCarthy
 *Christine Marie Parenteau
 Kenneth Raymond Patnode
 Francis Ernest Paulin
 Joseph Felix Paulin Jr.
 *Shirley Jean Pease
 *Ann Doris Pervere
 *Bernard Stanley John Plaza
 *Sylvia May Pluta
 Edward Francis Powers
 Patricia Lee Reipold
 *Carolyn Ann Riel
 †Beverly Ann Reum
 *Robert Clifford Richards
 Eugene Ovide Richotte
 Robert Edward Rivet
 David Lawrence Russell
 Albert Leonel Thomas
 Saulnier Jr.
 Charles Leroy Sell
 Nancy Ann Schab

Ronald Charles Sicard
 Ann Mildred Silver
 Leon Leonard Sirum
 Bartley Gerard Smith
 Patricia Ann Tetreault
 Claire Diane Thibodeau
 Jean Marie Thompson
 Gerald Edward Tibbetts
 x†°Neil Baker Tompkins

*Samuel Judd Taylor
 ††*Jacqueline Jean Verrier
 ††*Elinor Margaret Wallenius
 Leonard Earle White
 Francis Stanley Wojtasiewicz
 Barbara Ann Wyman
 Francis Joseph Zak
 Bernard Joseph Zawinski

*Members of Pro Merito Society

‡Honor Essayists

†Honorary Membership Woman's Club

¶St. Kazimers Society Athletic Award

°Marston Award

§Arion Award

||Turners Falls Military Band Award

+Junior Woman's Club Music Award

xTurners Falls Rotary Athletic Award

£Art Club Award

MEMBERSHIP BY AGE AND GRADE — OCTOBER 1, 1957

GRADE	AGE	Over																	
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	21	TOTAL		
Grade 1	Boys	22	65	9	1												97		
Grade 1	Girls	25	67	7	1												100		
Grade 2	Boys		22	51	8												81		
Grade 2	Girls		18	57	1	1											77		
Grade 3	Boys			11	44	12											67		
Grade 3	Girls			13	57	5	1										76		
Grade 4	Boys			22	51	10			1								84		
Grade 4	Girls			20	43	6	1										70		
Grade 5	Boys				18	43	4										65		
Grade 5	Girls				26	42	3										71		
Grade 6	Boys					24	44	7	2								77		
Grade 6	Girls					35	29	1									65		
Grade 7	Boys						22	33	7			2					64		
Grade 7	Girls						17		11	5	1						59		
Grade 8	Boys							16	28	2	2						48		
Grade 8	Girls							19	33	2	1						55		
Special Class	Boys				1	2	9	1	4	4	2						23		
Special Class	Girls				3			1	1	1							6		
Grade 9	Boys								11	41	10	2	1				65		
Grade 9	Girls								27	23	6						56		
Grade 10	Boys									14	29	6					49		
Grade 10	Girls									26	38	7	1				72		
Grade 11	Boys										18	34	12				64		
Grade 11	Girls								1	23	31	3					58		
Grade 12	Boys										15	22	8				45		
Grade 12	Girls										16	28	8				52		
P. G.	Boys														1	2	3		
BOYS		22	87	71	75	82	79	79	58	52	61	63	57	35	9	2	832		
GIRLS		25	85	77	82	75	84	50	46	72	58	69	54	32	8		817		
TOTAL		47	172	148	157	157	163	129	104	124	119	132	111	67	17	2	1649		

